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ABSTRACT

The volume presents an overview of the secondary Resource Specialist Program for mildly and moderately handicapped students in California and reviews the most promising aspects of the program, directions in which the program appears to be headed, and some ideas on facilitating program growth and change. Included are five chapters with the following titles and authors: "Structure and Management" (M. Stem), "Establishing Communication Links" (G. Gurski), "Assessment and Instructional Planning" (A. Carroll), "Curriculum Approaches" (M. Male), and "Inservice Training" (G. Gurski). The bulk of the document consists of the following appendixes: a listing of names and addresses of ten master plan agencies in California; descriptive profiles of secondary resource programs; a listing of the recommendations from the RISE (Reform of Intermediate and Secondary Education) report; a listing of tests in the areas of general achievement, reading, math, and vocations; annotations of instructional materials resources in a variety of subject areas; and professional references such as job descriptions, testing guidelines, and guidelines for staff training. (IM)

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The Secondary Resource Specialist in California: Promising Practices

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Introduction

Keren Mc Intyre

INTRODUCTION

We can all remember back that being fourteen or fifteen years old was quite different than being eight or nine. It felt different; it looked different; we responded differently; we were treated differently. We can't expect that a program designed to meet the personal needs of the elementary school child can be superimposed, with concession to schedule changes, to the junior and senior high schools.

These differences that we can remember so well in our own growth, necessitate different program structures, goals, curriculum, methodology, and materials (Virginia Brown (Goodman and Mann, 1975)). We can pinpoint the following "critical differentiating characteristics" for the secondary student:

1. Student-Related Characteristics
   a. The increase in the student's behavioral independence suggests that he* will not be as amenable to doing what is asked or required; he is unlikely to appreciate being identified with any special program or teacher; less parental pressure can be brought to bear on his behavior; and he should participate heavily in the design of his own program.
   b. The increase in the student's mobility permits a broader range of application possibilities for skills to be learned. It may also mean that there is a greater likelihood that absenteeism may be high, playing havoc with programming continuity. Non-school attractions may also supersede school interests.
   c. The increase in unsupervised time available to the student may be a boon or bane, depending of course, upon how it is used. Getting places "on time" may also be a problem for some students.
   d. There is usually increased pressure on the student to make occupational and life decisions at a time when he is least prepared to do so.
   e. The complexity of social pressures and relationships demanded by society during adolescence is likely to be compounded for the person in the Resource Specialist Program.

f. There is likely to be a lessening of parental involvement in school and in daily living; yet there is also increased parental concern for post-school planning.

g. The accumulation of life experiences serves to make each student even more unique as he becomes older. Programs must be even more personalized around a variety of "total person" characteristics. In the special case of the labeled student any history of failure is likely to be more ingrained, making the turnabout or the accommodation more difficult.

h. Where emotional and behavioral problems accompany the learning problem, it may be necessary to concentrate on this area first. At the elementary age level a steady diet of academic success may resolve the "chicken or egg?" question. It may not be so simple at the secondary level because of the strength and generalization of emotional responses.

2. School-Related Characteristics

a. Credit and grade requirements must often be negotiated for the individual students.

b. Scheduling processes may require the resource specialist to personally schedule, at the appropriate time for each student.

c. The large numbers of students in secondary settings make it more difficult to keep track of them. Students are also exposed to competing influences and time-use possibilities. Also, with a large number of students seen by any one teacher, it is usually more difficult for school personnel to consider individual needs.

d. With a larger number of staff members, a student must learn a variety of response patterns to the many kinds of adults. The communication problems are increased accordingly. Even further, public relations activities take a great deal of the resource specialist's time and effort.

e. The larger size of secondary school plants makes mobility and scheduling demands difficult for some students.

f. The heterogeneity of value systems in large, comprehensive high schools suggests both greater opportunity for broadening the outlook, and the need for attention to "curriculum" elements such as values clarification and moral education.

g. The general shift from student-centered to content centered programs means that certain prerequisites and standards are required. This is true both in college bound an non-college bound coursework.

h. Limited program options exist within available school arrangements. For students with exceptional abilities, the options are increased. For students with exceptional disabilities, the options are decreased. Rewards tend to be open to achievers.

i. The competitive nature of some areas makes them impossible for the student who finds such competition difficult.

j. The organizational options within any one secondary school are often limited by current philosophy and community interests.

k. Recognition of the shortness of the time remaining for the student at the high school level may create an attitude of "why bother?" or else, "let's get going on a crash program!" The resource specialist may need to stimulate or to brake an intended course of action.

l. The departmental administrative organization of the high school, with the department chariman concept may make resource specialists literally outsiders with no departmental home or protection. This political reality means spending a great deal of time unravelling the alliances and influences.

With these critical differences defined, and an eye towards the requirements of P. L. 94-142, the Title 5 regulations for the Master Plan for Special Education, the recommendations of the RISE Commission (see Appendix C), and the Report of the National Commission on Reform in Secondary Education, we turned to the secondary resource specialists who have been carrying out the most important part of program definition and implementation — what, in fact, is being carried out in the schools. All secondary resource specialists in the RLA's and CPA's (see Appendix A) were given first written, then oral, interviews for a full description of their programs (see Appendix B, Program Profiles). The original chapter definitions and emphasis came from these. In total, this document is an attempt to present a picture of the secondary Resource Specialist Program in California at the present time, the most promising aspects of this program, a general view of the direction the program appears to be headed, and some ideas of how to facilitate that program growth and change. Those areas identified as the resource specialist hopes for the future include:

increase in the indirect service role to students, through consultation, inservice training, and model-teaching, thus facilitating the move towards personalized education and preventive mental health (in the regular classroom).

increase in student involvement and responses for defining their instructional plans (attendance at SAT).

greater emphasis on survival skills and tutorial assistance rather than band-aid remediation.

more concern with the environmental demands for a student's behavior instead of assuming a deficit in the student himself.

broader inclusion of physically handicapped, hard-of-hearing and partially sighted into the resource specialist program.

closer coordination with drug abuse, pregnant minors, vocational education, and other such programs.

It was also the sincere hope of those resource specialists that this book would be a complete enough resource to help new persons to the role avoid a few of the pains and energy drains, while keeping an eye towards the totality of what is possible.

Special thanks and a salute should be given to the following resource specialists without whom this document would not have been possible:

Evelyn Boswell, Santa Barbara County
Shirley Brown, Palo Alto Unified School District
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Dori Haskins, Sacramento City Unified School District
Jonie Jones, Los Angeles City Unified School District
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Marcia Peters, Sacramento City Unified School District
Linda Peterson, Humboldt-Del Norte
Kendra Rose, Whittier Area Cooperative for Special Education
Lorna Russell, San Juan Unified School District
Donald Webb, Santa Barbara County
Merle Wilson, Contra Costa
Lorrain La Cava Vaille, Stanislaus County

* "He" will be used throughout the text for the student or learner, and "she" will be used for the resource specialist. Both pronouns are a reflection of what is overwhelmingly the case in Caiifornia at the present time, and are not meant to perpetuate in thought this division of the sexes.

Structure and Managment

Marilyn Stem

Chapter I

The Resource Specialist Program is new to special education in California. It is a program where you, as the resource specialist, will be laying the groundwork. Assembly Bill 4040 and the California Administrative Code, Title 5 Regulations for the Implementation of AB 4040 define parameters of the responsibilities of this program. Some sample job descriptions are included in Appendix F(I).

Article 3, s3321, (b) Role and caseload of the resource specialist shall include:

1. Only pupils whose needs are identified in a written instructional plan, who are assigned to regular classroom teachers for a majority of the school day, and who are provided either instruction or services or both by the resource specialist.
   a. Instruction is working with pupils individually or in small groups for regularly scheduled periods of time on goals and objectives described in the written instructional plan. This instruction shall be given by the resource specialist in any appropriate setting, including the regular classroom.
   b. Service is assistance given a pupil on a regularly scheduled basis through the resource specialist aide or the regular classroom teacher under the direction of the resource specialist.
2. The caseload of the resource specialist shall not exceed 24 pupils.
3. The resource specialist may also provide, in addition to the caseload in (b) (2), coordinative and consultative services.
   Coordinative and consultative services are:
   a. Coordinating the recommendations of the SAT with the staff and parents.
   b. Providing consultative services, resource information, and materials regarding individuals with exceptional needs to staff and parents.
   c. Coordination of educational services and guidance for individuals with exceptional needs and their parents. (California Administrative Code, Title V, Article 3, 3321, D-124)

The objective of this chapter is to give you some useful information based on the experiences of successful resource specialists during the 1975-76 school year, that will help you get started in a positive and successful direction.

Tips for New Resource Specialist Programs

During the summer workshop, the participating resource specialists spent some time considering what they would do in the first few weeks of school in setting up their programs. The following list of suggestions was culled from the selective wisdom of that group.

Working with others

1. *Find out the lines of authority and accompanying responsibility in your setting. Establish a working relationship with the administrative and support staff with whom you work.*

2. *Establish a pattern for getting service to the school or schools with which you work and making the best use of the talents and time of other specialist(s) (i.e. language, speech and hearing specialist, psychologist, nurse) who are serving those schools.*
3. *Establish a working relationship with your aide by determining each of your strengths and limitations. Set up a complementary relationship and arrive at mutually understood expectations and responsibilities.*
4. *Begin to establish ways of working with teachers in regular classes.*

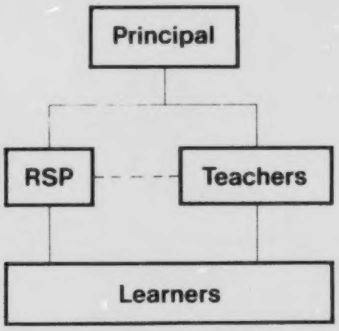
Resource Specialist Program Models

The Resource Specialist Program, when originally funded, was designed to be implemented with one resource specialist for every 600 learners, with a maximum caseload of 24. During the 1976-77 school year, some RLAU's programs have been funded with one resource specialist for every 700 learners and a maximum caseload of 28. Schools within the Master Plan for Special Education may range from small unified districts with only 800 learners K-12, to high schools as large as 2600. Therefore, by necessity, there will be some schools sharing a resource specialist, i.e. a resource specialist who serves three schools: K-5, 6-8, and 9-12; some large high schools will have four resource specialists. Because of these variations in school sizes, different models have emerged.

A. One Resource Specialist with One School

The most common model is a resource specialist responsible to the learners and staff of only one school. This occurs when the school is 600-700 learners in size. In this situation, the resource specialist does not have to contend with traveling, being off campus, or in working with more than one set of teachers and administrators.

MODEL I



B. One Resource Specialist with Multiple Schools

When a resource specialist is serving more than one campus, there are several factors that compound the already demanding job. These factors include: 1) knowing and gaining the cooperation of more than one set of administrators and staff; 2) the travel time between schools; and 3) continuity of service.

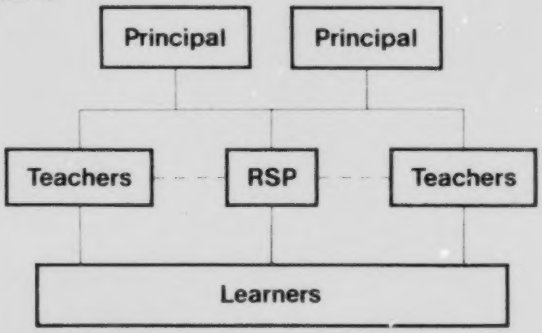
Partial solutions to these factors have included:

1. Using the instructional aide to cover the other site(s) by providing instruction and services to the resource specialist's learners and their teacher(s), supervision of the aide is typically carried out by an on-site credentialed staff member, i.e. vice principal. this might be done with:
   a. An aide at each site, and the resource specialist traveling between sites on a scheduled basis.
   b. Resource specialist and aide alternating days at the sites.
   c. Resource specialist and aide working together and dividing the day between sites.
2. Relying on the building administrator/designee (counselor, department chairperson) or other on-site staff to handle some of the responsibilities; i.e. distributing forms, setting up meetings, making classroom observations, meeting with parents, etc.

Factors to consider in deciding on the most desired option are:

1. Does the county/district and the building administrator allow an instructional aide to work with learners when the resource specialist is off campus?
2. Is the aide assigned to only one campus, does she also travel, or is there an aide for each campus?
3. Is the aide competent and comfortable in taking on these instructional responsibilities?

MODEL II



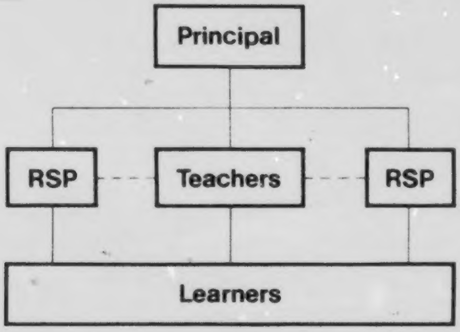
C. Multiple Resource Specialists with One School

Where there are situations with several resource specialists assigned to one school, several models have emerged to provide less duplication and a wider range of services. There are pros and cons to each model. Selection should be based in part on the strengths and interests of the resource specialist. The decision is an administrative one, usually made at the local school. Three of these models are:

1. Two resource specialists perform all the necessary procedures for learners on their caseload. One resource specialist takes on most of the SAT functions, including completion of most of the forms. Work experience for all the resource specialists' learners is covered by the other resource specialist.

2. The resource specialists are assigned to a particular grade level(s), but they have the same duties and responsibilities.
3. One resource specialist has a limited instructional caseload and provides almost all of the assessment and assumes most of the SAT functions, i.e. meeting with parents and staff, seeing that forms are processed and procedures are followed. The other resource specialists in the school are primarily involved in developing instructional plans and instruction of the learners on the caseload. They may or may not be restricted to specific grade levels.

MODEL III



Instructional Aides

AB 4040 and Title V require each resource specialist to have at least one instructional aide. From the reports of the resource specialists, aides are *key* people to the success of the program, particularly in the area of instruction. The aide may do a great deal of instruction, particularly when the resource specialist is covering more than one school and has instructional time reduced because of travel. Depending on the county or district's policy, instructional aides may work in a school when the resource specialist is not on campus, but she must be responsible to a credentialed staff member, and her instruction is closely supervised by the resource specialist.

Contributing factors to the success of using instructional aides in the Resource Specialist Program were:

1. The more background aides have in education, i.e. similar work experiences, the better. Some aides have their credentials and feel more confident in working with learners when the resource specialist is not in the room or on campus. However, a credentialed aide may also be a source of problems, i.e. the aide begins to take over the program, fast turnover with the availability of teaching positions.
2. Making the learner's objectives available and indicating needs and successes will help the aide implement instruction successfully.
3. Participation of aides in the School Appraisal Team meeting in order for them to contribute as well as become more familiar with the learner's strengths and weaknesses; how to interact appropriately with the learner and which techni-

ques of behavior and classroom management will be employed. In this instance, it is helpful to hold the SAT meetings during the aide's working hours.

4. Inservice training for aides when they are hired, followed up with periodic meetings. It is important that the aides understand their responsibilities and, if needed, are given the skills to carry them out.

In addition to instruction under the direct supervision of the resource specialist, aides may be asked to report grades, score papers and assessment protocols, prepare materials, schedule the calendar for the resource specialist in monitoring the learner's progress in the regular classroom, particularly in the areas of reading, English, math and vocational skills.

Resource specialist's learners are sometimes able to relate better on a personal basis to non-teachers. They may seek out the aide as someone with whom they can share their problems and concerns. In a similar way, aides may be viewed as less threatening to a regular classroom teacher. The resource specialist could assign an aide to a regular class containing several learners who are eligible for special education services. This would be done with the agreement of the teacher on what the aide can and cannot do in the room. This has been done with great success and has benefited the learners by giving them more support but in a less restrictive environment.

Providing Services

1. *Plan with others the pattern of services to be provided in your setting.*
2. *Negotiate for access to the regular classrooms.*
3. *Establish a system for scheduling learners into the appropriate courses with supportive staff and in the resource room.*
4. *Establish a record keeping system to record learner progress in both academic and social behaviors and for the implementation of the written instructional plan and recommendation of the SAT.*
5. *Establish a plan for providing admissible graduation credit for learners in the resource program.*

The resource specialist's job description is different in details and how to's from school to school and from area to area. Since it is a new position, it is not limited by what has happened in the past. Perhaps the biggest constraint to keep in mind is that the resource specialist provides instruction and services to learners with identifiable handicaps.

Types of Services

Currently resource specialists are required to carry a caseload of no more than 24/28 learners (depending on the funding pattern of the RLAU), who are receiving instruction and/or services on a regularly scheduled basis. Besides the regularly scheduled interventions, most resource specialists have an "open door" policy for learners on their caseload. They may come in during previously unscheduled time for crisis counseling, to finish or to do extra assignments, take tests from other classes, or when they need a quiet area. This is done only by mutual agreement with the instructor of the class the learner is leaving. It is very important that this "open door" policy is not abused by making this a frequent occurrence by either the learner, regular class teacher, or the resource specialist. This policy leads to greater acceptance of the program among all learners and teachers and may lead to greater utilization of services through self-referrals and teacher consultation requests. One resource specialist was quick to point out that this "open door' policy may apply to before school, between classes, or at nutrition, etc., when a learner needs to touch a "home base" in order to get his/her bearings. Keep in mind the problems a new learner on a campus of 2600, who has previously been in a self-contained day class, might be having.

Resource specialists with most learners on their caseloads integrated the entire day, give instruction and support in the resource room through:

1. Tutoring when the resource specialist's learner begins to fall behind the other learners in the regular class.
2. Helping with tests being given by the regular classroom teacher.
3. Teaching the learner how to use particular materials in the classroom, i.e. self-instructional program.

Many resource specialists help their learners with test taking. Help may be given through administering a test orally or modifying the reading level without interfering with test content, changing answer format to accommodate student learning styles, and rephrasing test directions.

It is extremely important that a feeling of trust is developed between resource specialists and regular classroom teachers, especially when it comes to "helping" learners with tests. The regular classroom teacher should be fully aware of the type and extent of the help that is given. It can deflate the credibility of the program if the teacher feels that learners are being given answers, etc.

At one large high school with two resource specialists, learners who have been approved for the resource specialist caseload take part in choosing when and how to utilize the resource center. When the learners elect to come in, one or two areas of difficulty in their program are identified, and instruction is modified to reduce failure. This approach emphasizes the importance of including the learner in the instructional planning. The resource specialist will be more successful when the learner is working on what is important to him, and he has made a commitment to it.

Instructional Setting

Most learners receive instruction in the resource room, which might be anything from a Quonset hut to a resource room located among regular classrooms. Resource specialists are becoming increasingly more accepted in the regular classroom. All resource specialists agreed that this can be established given the necessary length of time (up to two years in some cases) to develop this trust and openness. However, the reality of the situation may be that there will be some teachers that you will never be able to reach to this extent.

A junior high resource specialist reported that in addition to working in his own room, he goes to the math class for one period and instructs six of his learners along with three other learners not ordinarily receiving special help. In one high school program, the resource specialist's aide goes to a math class and gives assistance under a "special" positive arrangement. Under this arrangement, the resource specialist's learners and other learners needing help on a particular concept or problem may go out in the hall and work with the resource specialist aide. There is a table set up for them to work at. Learners do not feel that they are being stigmatized for asking for help in this way, and it is a very good way to gain support for the Resource Specialist Program from the teachers and learners. When one resource specialist was asked what was the most enjoyable part of the job, the response was "working with learners in regular classes." He gave as reasons: 1) the best way to see how they (the learners) were improving; and 2) it helps to open up communication with the regular classroom teachers and their learners. These are just a few reasons for the resource specialists' striving for acceptance in the regular classroom. Resource specialists are most successful when teachers begin to invite them in to observe learners of concern and ask for input, thus providing some assistance to teacher/learner situations. As more visitations and assistance are given in the classrooms, barriers will break down. This has been noted in those high schools that have other programs, i.e. Title I, where adults are frequent visitors in the regular classroom.

Scheduling of Learners

Learners are usually scheduled into the Resource Specialist Program (Teaching Assistance Class, Learning Assistance Class, Resource Center, Learning Center) for at least one, but rarely more than two, periods daily. If the resource specialist is responsible for more than one school, the two options are either to split the day or to have the aide do the instructing under the supervision of the resource specialist while the resource specialist is at another school.

The size of the resource specialist's instructional groups were usually from three to seven learners a period, according to those reporting. In some instances, a learner may receive instruction on a one-to-one ratio.

Record-Keeping

Several of the resource specialists mentioned monitoring the learner's progress in their regular classes. This appears to be done both verbally and through progress checks that are sent to the teachers. One good idea was to provide brief checklists which were sent out bi-monthly and carried to each teacher by the learner. This improved teacher-learner communication and helped the learner know which areas of behavior and academics he was accountable for maintaining.

Learners might also be asked to keep folders or progress cards to monitor their own work. If learners are working on contracts, these might be kept with their written instructional plans in a folder of their own. It is important that the learner assume responsibility for his learning and understand the objectives he is working toward.

Keeping track of pertinent information on your learners is important. Checklists for processing the data are useful. Keeping track of the learner's file can be done by using a check-out card when the folder is released to someone.

In one district, color-coded sections of the learner's file are used. The coded sections include: 1) due process, 2) School Appraisal Team summary, instructional plan and daily lesson plans, 3) monitoring sheets, grades, attendance, 4) monitoring student progress, and 5) formal and informal communications with parents, teachers, staff, etc.

In another Resource Specialist Program, a file folder is set up on each learner. Inside the folder on one side, paper is stapled and, on the other side, a schedule of the learner's classes, home phone number, birthdate, etc. are listed. Dated notes are taken on the paper as the resource specialist talks with the learner, his parents and teachers. This log is very helpful in remembering these contacts and what was covered. Any memos from teachers can be added loosely to the file.

Credit and Grading

All high school resource specialists indicated that their learners were *not* exempt from any graduation requirements. Minimum graduation requirements are established by the local school district boards of education. The State Board of Education encourages districts to go beyond the traditional requirements of subjects, grades and credits, and to specify proficiency levels for each of the required areas. Minimum proficiency levels in the basic skills should be demonstrated by each learner who receives a standard high school diploma. Governing boards may specify alternative means for learners to meet high school graduation requirements. On the basis of individual learner needs and community resources, school districts may develop different models for earning a high school diploma. In addition to the traditional subjects, grades and credits, such models might include a learner's practical demonstration of skills and competencies; work experience or other outside school experience; independent study; credits earned at a post-secondary institution; written test and/or course requirements.

Learners usually receive graduation credit for the time they are in the resource specialist's room, particularly when they are enrolled for a period or more. There is a fixed number of units given per instruction period. This is also true of the period spent in the resource room, regardless of the number of subjects covered during that time.

Learners can often get credit for academic subjects under the Resource Specialist Program, i.e., American History, R.S.; Consumer Math, R.S. If computer numbers accompany courses, the resource specialist is often assigned a special group of numbers that are coded to the academic areas. If the learner is enrolled in a regular class, but is taking part of the class in the resource room, the resource specialist and the classroom teacher both give him grades, which are averaged for the quarter or semester grade.

In at least one high school, a learner may be receiving subject area credit when he is in the Resource Specialist Program as above, yet he does not need to spend that entire time on the subject. That time could also be used for remediation of basic skills. There are six academic subject areas that he may get credit for in this way.

One resource specialist reports that through an agreement between the resource specialist and the regular classroom teachers, a learner may be helped in one of two ways. One, the learner is enrolled in a regular class, but the teacher lets the learner take the class in the resource specialist's room and accepts the grade the resource specialist gives. Two, a learner may come to the resource specialist for part of the class period and work through problems he is having with the content, and the regular class teacher assigns the grade. This resource specialist also offers two courses: English Skills (remediation and development of communication skills) and Study Skills (so far this has been a "catch up" period for learners enrolled in regular classes, but they do get credit for it).

In yet another high school, the history department gives grades based on a point system. Points are given for attendance, participation in discussions, test scores, etc. Learners can also earn points for extra credit projects. In this way, all learners have a chance for a good grade, even if they can't do well on a test.

Beginning in 1975, learners sixteen and over, or a young person who has completed or is completing the last semester of the sophomore year, became eligible to earn a high school diploma through examination. The test is given at centers set up by the Educational Testing Service. The location of these centers is listed in the Information Bulletins that are sent to the schools and public libraries. These bulletins are sent out approximately one month before the test date. The test (California High School Proficiency Exam) takes about four hours and is *not* given in Spanish. (For additional information, see Chapter III, Assessment.)

As a result of the California *R*eform in *I*ntermediate and *S*econdary *E*ducation (see Appendix C) and the option of taking the high school proficiency exam, changes are beginning to occur with regard to high school competencies, course credit, and graduation requirements. At this time it is unknown how this will effect learners receiving special education services. In one high school district, minimum competencies for graduation are being established. Another area is also beginning to think along the lines of a departmental "statement of competencies" for those learners who cannot meet the regular standards. These learners would be allowed to go through the school's graduation ceremonies along with the graduating class.

Working with Time and Space

1. *Learn to manage your time before it manages you.*
2. *Schedule your pattern of services.*

3. *Negotiate for a location in the central part of the campus, with room enough for a confidential office area. (This is desirable for testing and parent/teacher conferences.)*
4. *Organize your resource center, including the installation of a phone.*

As a resource specialist, you will be constantly looking for ways of becoming more efficient and creative in using your time.

Room Organization

As previous sections of this chapter have indicated, the resource specialist may find herself moving from school to school or being one of several resource specialists on a site. Likewise, she may be sharing an office with other specialists in the administrative wing of the school, or be relegated to a trailer on the far end of campus with other special education programs, or maybe she only has a storeroom and does all her instruction in the regular classroom or hallway. The closer the resource specialist's room is to the hub of the school, the more integration with the regular school program and the less stigmatization of the room and the resource specialist's learners will occur. The above are variables that come into play when determining the purpose of the room and, consequently, its organization. The following additional factors also need to be considered in room selection and organization:

1. Number of learners seen at one time.
2. Number of adults working in the room and their schedules and responsibilities.
3. Number of different activities going on in the room; and whether they occur simultaneously, i.e., testing, conferencing, instruction.
4. Variation in flexibility of furniture arrangement.
5. Traffic flow, space to get in and around the room.
6. Emphasis of the Resource Specialist Program, i.e., instruction vs. assessment and services.
7. Acoustics both in and outside of the room.
8. Lighting in the room as well as the lack of or number of windows (closed in feeling vs. distraction).
9. Number of electric outlets in the room. This is important when you use tape recorders, etc.

There seemed to be two different thoughts behind setting up the resource specialist's room. One is that the room should be colorful, almost an oasis, and a relaxed place for learning to occur. The other approach looks at preparing the learner for success in the regular classroom, hence the room looks like and is set up very much like a regular classroom. There are pros and cons for both philosophies. (See Appendix F(l) for actual diagrams of resource rooms.)

Time Management

Setting up a successful Resource Specialist Program requires many organizational skills. Being able to manage your time efficiently becomes crucial when you begin to balance responsibilities including, assessment, instruction, and coordination.

An important concept to keep in mind when you begin to organize your program is knowing where you are going. By using a "task/systems analysis" approach, determine:

1. Specific responsibilities.
2. Sources of support and interferences.
3. How your administration and faculty see your functions.

Once all these expectations, obligations and activities are determined, you can begin prioritizing and developing a workable schedule for yourself and your instructional aide.

The following are very brief suggestions for your consideration in improving your use of time and perhaps in finding the 25th hour in the day:

1. Use an appointment book. Carry it with you. Keep your aide informed, particularly if she is helping you set up meetings, SAT staffings, etc.
2. Keep a "THINGS TO DO LIST" and add to it regularly. It may be something that you want to do just before you leave in the afternoon to organize yourself for the next day. Don't fail to cross off what you have done for a sense of completion and accomplishment.
3. Clean off your desk or work area. TOSS! Often 80% of the material on it is worthless or belongs in a file or binder. Only go through your mail and memos once! Don't let them pile up day after day. File everything when you get it. Try to put away papers/folders you are working on, before you start something new.
4. Recognize that your supply of energy varies in a day. Become aware of these energy cycles and schedule your activities accordingly.
5. Determine how you prioritize your activities when you have time for "office work." Ask yourself these questions the next time:
   a. Do I consciously select the most important item to work on?
   b. Do I pick up the first thing I see?
   c. Do I work on the item or project that interests me the most?
   d. Do I work on the easiest problem?

   If you answered anything except "a," you need to develop the habit of establishing priorities.
6. Learn to write up your classroom observations during or immediately after the visit. You will forget less and do a much better job.
7. Learn to use all those spare minutes while waiting for an appointment, for a meeting to start, while waiting on phone calls, etc. Never be without a pen and paper for those important memos and notes.
9. Two suggestions for handling correspondence: 1) handle any piece of paper only once! 2) write short answers on the original correspondence, Xerox one copy for your file and return the original.
10. Telephone logs: 1) keep a list of frequently placed calls, i.e., district office, parents' work and home numbers; 2) keep a card file of useful numbers and

contact names, i.e., Mental Health, probation, police, emergency numbers, family contacts, continuation school; 3) you may want to log all of your important incoming and outgoing calls with data including: date, time, name of caller, topic and action.

Included in Appendix F(I) are forms and organizational materials that resource specialists are currently using.

Models for the Resource Specialist's Time Schedule

Another decision point in the start up of a new Resource Specialist Program is determining how to organize your day, week, and month. The following are various time schedules used by resource specialists during the 1975-76 school year.

JUNIOR HIGH

Model 1 — One resource specialist per school

Periods	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1	(Administrative duties, SAT	Direct →	→	→	→
2	meetings, consultation	Instruction →	→	→	→
3	with nurse, psychologist,	→	→	→	→
4	program specialist,	→	→	→	→
5	counselors, and DIS personnel.)	Preparation and Planning →	→	→	→
6		Work with other teachers and/or counselors and assessing learners			

Model 2

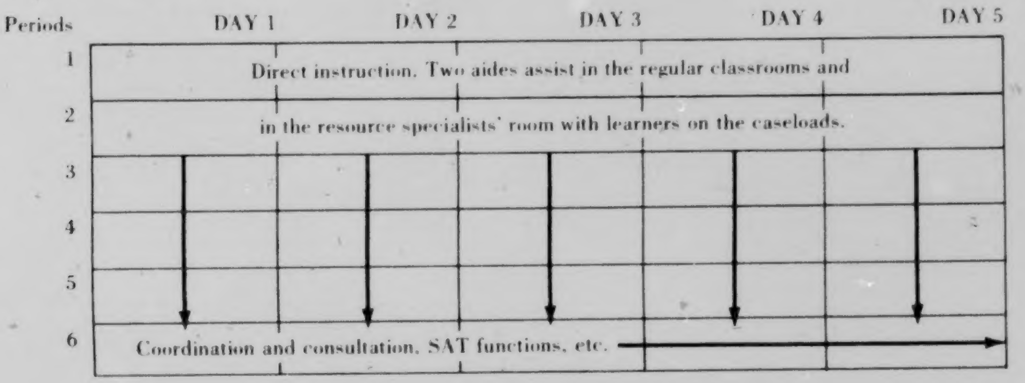
Periods	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1	Instruction of learners on caseload →	→	→	→	→
2	→	→	→	→	→
3	→	→	→	→	→
4	→	→	→	→	→
5	All other resource specialist activities, i.e. SAT meetings, assessment →				→
6	↓	↓	↓	↓	↓

Senior High

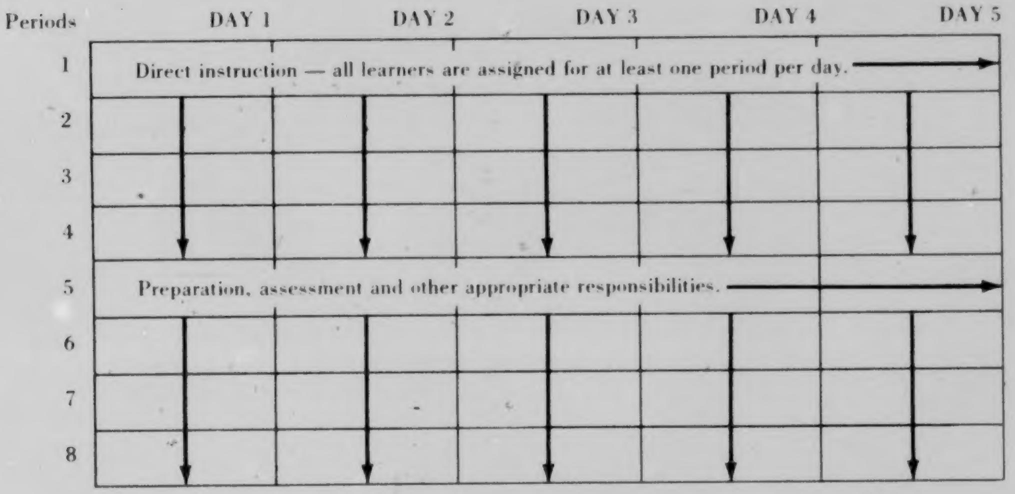
Model 1 - Two resource specialists per school

Learners are scheduled into the room each of the seven periods each day. A learner is not scheduled into the room more than one period. Lessons are written up for each learner by the resource specialist for a week. The aides are in charge of carrying out the plans and making notes on the learners and charting their progress. One morning is reserved for SAT meetings. The remainder of the time the resource specialists work in the resource room and adjacent office, on inservices, parent conferences, screening, DIS conferences, counseling learners, etc.

Model 2 (Two R. S.)


Periods
DAY 1
DAY 2
DAY 3
DAY 4
DAY 5
1
2
3
4
5
6
Direct instruction. Two aides assist in the regular classrooms and
in the resource specialists' room with learners on the caseloads.
Coordination and consultation, SAT functions, etc.

Model 3


Periods
DAY 1
DAY 2
DAY 3
DAY 4
DAY 5
1
2
3
4
5
6
7
8
Direct instruction — all learners are assigned for at least one period per day.
Preparation, assessment and other appropriate responsibilities.

Model 4

Periods	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1					
2	Every period is available for instruction by the resource specialist and/or aide.				
3	A learner may not be assigned for more than 2 of the 6 periods in a day.				
4					

These time schedules vary the amount of time learners are scheduled into the resource room. Some resource specialists rely more than others on their aides to carry out instruction. Another variable is whether a resource specialist handles non-instructional responsibilities everyday or whether one day is set aside. The model you select depends on your responsibilities, options and preferences.

This chapter has covered the structure and management aspects of the Resource Specialist Program. A number of models for administrative lines from successful Resource Specialist Programs have been presented for your consideration.

Establishing Communication Links

Gabriele Gurski

Chapter II

Establishing Communication Links

An essential aspect of the Resource Specialist Program at the secondary level is its function as a coordinative link for the numerous school and community services the adolescent learner may be receiving. Establishing communication links with other programs and services available to the learner, both within the school boundaries and beyond, is essential to the resource specialist's successful functioning.

Our secondary schools today contain a rich supply of human resources and facilities, which represent a significant potential for services to adolescents with exceptional needs. Often these resources remain untapped or are poorly utilized for the benefit of handicapped learners, because of a lack of information or communication. The resource specialist's role in coordinating resources and services within the school and community and matching them to students' needs can be an invaluable one.

School Programs and Resources

In order to establish effective communication links, a resource specialist might use the beginning of the school year to become acquainted with the resources and services available at her local school. Resource specialists have indicated that school faculties respond much more positively to a resource specialist who listens and takes an interest in the school's activities and programs before acting as a "resource" and suggesting changes or additions. In order to allow resource specialists to establish relevant contacts, become acquainted with programs and services, and organize their programs, several Responsible Local Agencies have set aside an initial one-week period for such purposes. During this first week of school, a resource specialist is not considered available for direct services. A task sheet used for this purpose as well as a Things to Do List (overview of Day One), is included in Appendix F(II). The task sheet was used to structure the establishment of contacts which were helpful in getting a successful program going, including those programs outside special education which may be available to handicapped learners.

In the larger high schools, many programs may be available on the campus; at smaller schools resource specialists will need to investigate the availability of such services and programs within the district or Responsible Local Agency as a whole. The resource specialist should also acquaint herself with special programs and services offered at the district and regional (county) levels, in order to be an effective resource for the learners, parents and teachers. Such information is usually listed in a handout provided by the Special Services Department of the district or county, or can be determined by using the personnel directory.

Community Agencies

Community agencies which frequently provide services to adolescents enrolled in the Resource Specialist Program should also be contacted at the beginning of the school year. Although Program Specialists can coordinate with community agencies, most frequently, the resource specialist interacts with the numerous staff members and community professionals involved with the learner, and is therefore in the best position to keep all involved parties informed. This potential for coordinating services at the local school level also results in a better plan for the learner.

A resource specialist should acquaint herself with some of the following types of community agencies and services. A general guide to community resources for the handicapped has been developed by the California Regional Resource Center, titled "Guide to Assessment, Prescriptive and Related Services for the Handicapped in California," available from the California Regional Resource Center, 600 S. Commonwealth, Suite 1304, Los Angeles, CA. 90005, at $10.00. Local community guides are usually available through school districts or social service agencies (See Appendix F (II).

Community Agencies*

California Crippled Childrens Services
Regional Centers for the Developmentally Disabled
Mental Health Services
Easter Seal Society for Crippled Children and Adults
Planned Parenthood
Big Brothers and Big Sisters
California Association of Childrens Residential Centers
Family Service Agency
Foster Grandparents
Department of Social Services, Welfare, Child Welfare Services
Police Departments; Youth Services

*Resources cited as frequently used by participants in the California Regional Resource Center Promising Practices Conference for secondary resource specialists, June 23-25, 1976.

In addition to these resources, a resource specialist may wish to contact and join local organizations for handicapped learners, such as Council for Exceptional Children, California Association for Neurologically Handicapped Children, and California Association for the Retarded.

Competencies and Strategies Useful in Maintaining Coordination Links

Once a resource specialist has identified programs and services in her school and community and introduced herself to their coordinators and representatives, she must be able to effectively maintain these contacts. Only by achieving this coordination is she able to provide an integrated program for special learners. The need for coordination links at the secondary level cannot be exaggerated. The number of adults with whom a particular student is involved can amount to a dozen, which may often result in duplication of services. Not only does the resource specialist keep the numerous adults informed about a particular student, but she is special education's representative at the local school level. In Chapter I, several models of administrative structures as they relate to the Resource Specialist Program were presented. Although they differ in detail, for each of them the resource specialist provides the link between regular and special education. The Resource Specialist Program is the catalyst for "placement in the least restrictive alternative" mandated by AB 4040. The establishment of cooperative relationships with regular education personnel is essential to the acceptance of adolescents with exceptional needs in the regular program. In order to foster this acceptance, the resource specialist needs to possess many special personal qualities as well as professional skills.

In order to assure that the resource specialist possesses the prerequisite skills and personal qualities necessary for meeting those interpersonal coordinative and consultative functions, several of the Responsible Local Agencies have specified competencies for resource specialists in those areas. These competencies generally elaborate the guidelines for coordinative and consultative services specified by the California Administrative Code, Title V Regulations for the implementation of AB 4040. They might be summarized as follows:

A. Consultation Skills
  1. Ability to enable learners, teachers and parents to gain greater understanding of and utilize resources in meeting a learner's needs.
  2. Ability to demonstrate effective communication skills, including:
    a. facilitation of interpersonal interaction and collaboration in groups
    b. passive and active listening skills
    c. non-judgmental responses
    d. problem solving/conflict resolution skills.
  3. Ability to demonstrate conferencing and interviewing skills, including:
    a. using clarifying and information-gathering questions
    b. conducting a life space interview, crisis intervention techniques, career interviewing and counseling sessions, or other counseling conferences
    c. conducting learner, teacher and parent conferences.
  4. Ability to inform and advise learners, teachers and parents on the characteristics and identification of individuals with exceptional needs, including:
    a. recognizing exceptionality
    b. assisting teachers, parents, etc. in specifying instructional problems in behavioral terms.
  5. Ability to inform and advise learners, teachers and parents on how to refer individuals with exceptional needs for services.
  6. Ability to inform and provide school staff with resources on formal and informal assessment procedures and instruments.
  7. Ability to work with learners, teachers, and parents to:
    a. interpret educational findings

  - b. develop an appropriate personalized instructional plan
  - c. implement the instructional plan
  - d. evaluate and modify the instructional plan.
8. Ability to inform learners, teachers and parents of services and resources within the Responsible Local Agency and community, including:
   - a. the availability of services
   - b. the purpose of services
   - c. the personnel involved and their schedule
   - d. the process for obtaining services.

B. Coordination

Ability to coordinate the identification referral, assessment, instructional planning, and instructional review process for individuals with exceptional needs, including:

1. knowledge of:
   - a. screening procedures
   - b. individuals with exceptional needs receiving services at the local school
   - c. referrals made and their status
2. contacting DIS and other personnel for needed information
3. obtaining assessment and planning information prior to SAT meeting
4. collaborating with learners, teachers, parents, DIS, etc. in assessment, writing, and reviewing the plan
5. keeping records.

Many of these competencies have been supplemented by research on the personality variables of effective resource specialists. Sabatino (1972), in comparing effective resource teachers with self-contained classroom teachers, determined that the former were better able to tolerate ambiguity and enjoyed working with people on a "soft sell salesmanship" basis more than self-contained classroom teachers did. A resource teacher has to be able to be able to work cooperatively with a range of other auxiliary service specialists, and engage in difficult and frustrating tasks over long periods of time with minimal external reinforcement. In summarizing this and related research, Pasanella and Volkmor (1976) have listed some critically important personality characteristics and attitudes which enable one to function successfully in the role of resource specialist.

A resource specialist:

1. Accepts and values handicapped children as individuals. This attitude is crucial for dealing with regular teachers' stereotypes and feelings.
2. Possesses a strong personal and professional commitment to the needs of children.
3. Possesses the interpersonal skills which facilitate joint problem solving and stimulate sharing of skills and resources.
4. Is flexible and can adapt to various situations and diverse points of view.
5. Is self-starting, creative and resourceful.
6. Has a high energy level.

7. Faces problems directly.
8. Has a self-directed attitude and accepts the necessity for record keeping and accountability requirements.
9. Is politically sensitive and aware of formal and informal power structure.
10. Respects the confidentiality of records and uses good judgement in handling information related to individual cases.
11. Possesses an understanding of some basic principles of adult learning which can be used in successful inservice training.

(adapted from Pasanella and Volkmor, 1976, pp. 274-275.)

It is expected that the beginning resource specialist brings the above-described competencies and attributes to the job. With more experience, she can develop these skills further.

Even with a good experiential and theoretical base in consultation and coordination skills, resource specialists have found certain techniques and strategies more successful than others in providing such services. The remainder of this chapter will describe the successful strategies which California secondary resource specialists reported in a state-wide survey and during the Promising Practices Conference in June, 1976. Table 1 lists and timelines some of these strategies.

Our findings substantiated the importance of consultative and coordinative skills for the Resource Specialist Program. Most of the resource specialists replying to our survey indicated that their coordination and consultation functions had greatly increased over their direct service functions. Some indicated that their learners are in the regular program 100% of the time, and the resource specialist provides only consultive, coordinative and some direct services to the regular program. Other resource specialists have indicated a definite move in this direction, especially at the high school level, where the coordinative functions do consume most of the resource specialist's time, because of the number of adults that may be involved in a learner's program.

In addition, judging from resource specialists' reports, the School Appraisal Team has been an effective vehicle for establishing communication and coordination of professional services both within the school and the community. The SAT provides the opportunity for all persons interested in the student's success, including the student himself, to plan conjointly and effectively for that success. Through the SAT, concerned individuals can work as a team, rather than in a splintered fashion, which had often been the case previously.

Resource specialists at smaller schools indicated that they had problems scheduling everyone for an SAT. One resource specialist has found that offering a follow-up lunch meeting for those who were not at the regular SAT meeting can keep everyone informed.

Two resource specialists have found it helpful to schedule weekly lunch meetings with all special class teachers, psychologist, nurse, speech and language specialist and principal. This meeting serves to keep everyone informed on new developments, pupil and program progress, and needs. A sample agenda is included in Appendix F(II). Many resource specialists are conducting or coordinating inservice meetings and sessions for communicating with learners, school staffs and parents. These will be described in more detail in a Chapter V, Inservice Training.

The coordinative linkage provided by resource specialists consist of several populations, including:

a. administrators
b. regular education staff
c. designated instruction and services (DIS) personnel
d. counseling and guidance personnel
e. psychologists
f. health services personnel
g. vocational education teaching and counseling staff
h. community professionals
i. parents
j. last, and most importantly, the learners themselves.

The extent and nature of the links and the techniques used to establish them vary from program to program according to local needs. The remainder of this chapter will concentrate on various practices developed by resource specialists for providing communication/coordination services to these diverse populations.

Learners

At the high school and junior high school levels, the learner's increased awareness, independence and mobility make it essential that he understand and cooperate with the Resource Specialist Program.

The increase in the independence of the learners at the secondary level suggests that unless they are centrally involved in the instructional cycle, they may feel little commitment to doing what is asked or required. Their increase in mobility increases the likelihood of absenteeism and exposure to non-school activities and attractions which can play havoc with program continuity.

Getting to the program on time may also be a problem because of the unsupervised time available between classes. Ensuring that the learner is involved from the initial referral to the review meeting and the establishment of new instructional goals can result in a commitment that will counteract some of these roadblocks to success. Several Resource Specialist Programs have included self-referral procedures for learners.

The ideal situation at the secondary level would be to have the learner closely involved with the development of the instructional plan. If the plan, because of assessment in basic skills, concentrates on long and short vowel sounds when the learner is under pressure to make occupational and life decisions, or if his work in the Resource Specialist Program consists of learning multiplication facts when he is experiencing difficulties with the complexities of the social pressures and relationships demanded by society during adolescence, it will most likely not be a high priority for the learner. The Resource Specialist Program needs to be personalized around a variety of "total person" characteristics. Involvement during the School Appraisal Team meeting, responsibilities in the recording of his own progress, and participation in the review meeting can be extremely productive in terms of committing the learner toward success. An evaluation form, to be used by students who participate in this process, is included in Appendix F (II).

The results of our survey indicate that there are varying degrees of learner involvement in existing secondary Resource Specialist Programs. Various high school and junior high schools invite the learner to participate in the SAT process, but usually after the instructional plan has been developed by school personnel and discussed with the parent. Several resource specialists have evolved a plan in which the learner and parent are involved in the SAT meeting from the beginning to the end. Assessment data is shared, and the plan is then mutually developed. This model appears to be working extremely well in encouraging parental and learner involvement in the program.

Other programs use different means of involving the learner in the assessment and instructional planning process. One resource specialist gets each referred learner's input into the plan prior to the SAT meeting. Another resource specialist allows learners a choice in utilizing the resource center and in selecting one or two areas of difficulty for which their programs will be modified.

A variety of practices for obtaining learner participation is evolving. It is expected that the degree of learner involvement in the instructional cycle will continue to increase as the Resource Specialist Program becomes more established at the secondary level. Learner success in the program is firmly based on opportunity for participation.

Parents

Establishing communication links with parents is mandated by the California Administrative Code Title V Regulations for Implementation of AB 4040, Article 6. Parents must be involved in key decisions regarding their child's program. They must receive notification of intention to assess the learner, which should include an explanation of the procedures and objectives of the assessment. In addition, parents must be notified at least 15 days prior to the School Appraisal Team or Educational Assessment Service meeting held for the purpose of considering the eligibility of a learner for placement, or reevaluation of services. Within 14 days after the meetings, the parent should be notified of the School Appraisal Team or Educational Assessment Service recommendation and provided with a copy of the learner's instructional plan.

Before involving parents in the mandated notification and due process procedures, resource specialists have found it beneficial to call a parent when a learner is first referred by a classroom teacher or the counselor. The parents are given the opportunity for a personal conference at home or school in order to explain the program to them. This has been a successful technique for one resource specialist. Some parents indicated that these personal conferences are preferable to attendance at the more formal School Appraisal Team meeting. Participation at conferences and/or School Appraisal Team meetings can provide the parents with greater understanding of the learner's situation. Resource specialists have found School Appraisal Team meetings and periodic conferences beneficial for providing parents with means of support and assistance to the learner at home. One successful means of involving the parents in the learner's program is to provide them with ways of interacting with the learner at home, using commonly found materials, such as newspapers. Information on other supportive community services can also be provided at these meetings.

Resource specialists can maintain close communication with parents by calling them on a weekly basis and relaying some positive information to them about the learner's progress. As with any call involving a particular learner, the learner needs to be informed about them so that no surprises await him at home. One resource specialist has regularly scheduled monthly meetings with parents for sharing ideas and concerns. Another resource specialist has found night home visits particularly effective in providing progress reports and information to parents, as the chances are that both parents will be home. A sample report sent to parents is in Appendix F (II).

Some parents may want to be further involved in the school by becoming volunteers to the program. One resource specialist is using parent volunteers for typing and for assisting with workshops for other parents. Parents might also be used as resources for career awareness experience and may provide materials to the program.

Schools are generally aware that educational progress depends on the adequacy of school-home collaboration. Many learning failures can result from disturbed parent-child relationships. Resource specialists can assist in helping parents promote successful learning by providing information on identification and appropriate interventions. Personal meetings can form the basis of inservice education for parents of individuals with exceptional needs. Sample programs are described in Chapter V.

Resource specialists indicate that parents really appreciate being involved. They are accustomed to being called and contacted only when something is wrong at school. When they understand that they are an important part of the team approach to personalizing their child's education, parents seem very cooperative. Collaborating with parents has been described as a positive and rewarding experience by most resource specialists.

Resources for Parents

The Council for Exceptional Children (CEC), California Association for Neurologically Handicapped Children (CANHC); the Association for Children with Learning

Disabilities (ACLD), the National Association for Retarded Citizens (NARC), and the Orton Society and the California Reading Association, all have local chapters. These associations provide information, conferences and personal contacts for parents with handicapped children. In recent years they have shown an increased concern for the learning disabled adolescent youngster. Other resources for parents are listed in Appendix F (II).

Regular Staff and Administrators

Some resource specialists have found it helpful to conduct an informal or formal survey of school staff, and plan their program according to these local needs to the greatest extent possible. Two resource specialists approached the department meetings at the beginning of the year and discussed the potential services they had to offer to regular class teachers. These teachers then decided whether they wanted such services, and if so, what type of service they wanted.

A resource specialist may wish to list all persons who need to be informed about the program at the beginning of the school year or over the summer, and develop activities and a timeline for establishing contacts. The following activities might be included:

1. Hold meetings to describe program to curriculum area/department teachers.
2. Meet with teachers of students in program to interpret individual needs of students.
3. Meet with psychologists, social workers, counselors, vocational education staff who may be involved to describe the needs of students.
4. Meet with aides and tutors to describe individual needs of students and to explain appropriate methods of instruction.

A brochure or hand-out is helpful for providing initial information about the Resource Specialist Program and services to school staff. Invite teachers to visit the program in order to become better acquainted. Ambitious resource specialists have considered using a newsletter to inform school staff about new materials and resources available in the program. Some have also used a bulletin board in the teachers' lounge. For further information and techniques see Chapter V.

Principals

In developing cooperative relationships with school staff, the resource specialist must remember that the instructional leader at the school is the principal. His support is essential, if the resource specialist is to function effectively.

Resource specialists have found that meeting with the principal at the beginning of the school year can be very helpful. In addition, frequent meetings with the principal keep him informed and supportive of activities within the Resource Specialist Program, learner progress and needs, and with current trends in special education. This technique is certainly feasible at the smaller schools, particularly the junior high schools. One resource specialist has had a great deal of success and administrative support in using this approach. It has assisted him in making a more rapid change from teaching to the relative freedom of a coordinative role. At the larger high schools, the resource specialist may have to engage several administrators in this manner. As she fosters this association and support, however, the resource specialist must remain alert to the fact that in the eyes of the staff, she may be seen as too closely aligned with the principal.

Regular Class Teachers

Obtaining the schedule for each teacher of learners in the Resource Specialist Program, and meeting with teachers during their preparation period in order to interpret the individual needs of the learner and to offer alternative materials and techniques, has been an effective method for some resource specialists, in working cooperatively with regular class teachers. Other resource specialists work in the regular classroom with the teacher in providing direct services to learners and providing indirect services to teachers. Some resource specialists set aside a number of periods per day for regular classroom work, or select certain subject areas for classroom assistance (e.g., shop, home economics, reading, math and English). Varying techniques have also been developed for sharing pupil progress data. Some resource specialists send weekly reports to the teacher, others may meet with the teachers for a monthly progress check on the learner. One resource specialist has developed learner monitoring sheets which are made available to the appropriate faculty member for each class in which the student is enrolled.

One of the primary things to consider for effective and continuing teacher contact is availability. Teachers should feel comfortable about contacting the resource specialist, and know where she can generally be found or where messages can be left. Prompt follow-through on teacher requests can successfully maintain the communication.

Special Education Staff

Other special education programs at the school may be coordinated by the resource specialist. Three of the thirty reported having such general coordinative functions for all the special education programs located at a particular school. Some resource specialists provide consultancy and resource services to the special class, while others may relate to the special class on a referral basis only. Designated Instruction and Services (DIS) are also coordinated by three of the thirty resource specialists who returned our survey. This coordination includes placement and supervision of learners receiving DIS. Sharing materials and techniques has been another way for resource specialists and DIS personnel to interact. Some resource specialists have found it helpful to set aside a specific period of time for consulting with DIS personnel. These times are usually a function of the DIS person's schedule, as their services to schools continue to be limited to one or two days per week. Resource specialists, in conjunction with their program specialists, have attempted to coordinate the scheduling of DIS personnel, psychologists, and other service personnel, in order to facilitate participation at SAT meetings. In more rural districts where this has not been possible, the resource specialist may meet with the involved individuals, go over their reports with them, and present their findings to the SAT. Designated instruction and services most frequently mentioned as being associated with the RSP at the secondary level are speech and language, adaptive physical education and vocational education teachers.

Other Support Services and Programs

Other support personnel at the local school with whom the resource specialists collaborate are psychologists, counselors, nurses, reading specialists, and resource teachers for curriculum. The intensity of coordinative efforts of resource specialists varies; some may coordinate all support personnel in conjunction with a counselor, while others may simply refer. Examples of additional support services which the resource specialist utilizes are vocational education programs, sex education programs, drug programs, pregnant minor programs, reading clinics and SB 90 programs, programs designed to deal with cultural-racial difficulties, parent-student communication programs, and programs to deal with truancy (SARB). Most resource specialists keep in close touch with counselors, because of their responsibilities in scheduling and monitoring students. For some RSP's the counselor is responsible for coordinating with additional services and scheduling the SAT meeting. In such cases, the resource specialist meets with the counselor before the meeting for coordination and communication purposes. Counselors, as well as psychologists, may be closely associated with the RSP by conducting group sessions with the learners.

Twenty of the thirty resource specialists who answered our survey indicated that their learners were involved in some sort of vocational education program, either at the school or in the community. Some resource specialists coordinated these services by determining the need, placing the learner, and assisting in program development. Others developed communication links with the vocational program and provided additional related activities for the learner in the resource room. Still other resource specialists knew about vocational education programs and were involved in referring learners for services only. Different components of vocational programs coordinated by the resource specialist are:

1. Work experience/work-study programs
2. Vocation Rehabilitation
3. Curriculum: career units, job attitudes and work study skills
4. Liaison to loacl college
5. Vocational education experiences in Resource Specialist Program
6. Career guidance center
7. Career decisions class

Further descriptions of liaison with vocational programs can be found in the Program Profile section, Appendix B.

Community Resources

Almost all of the resource specialists surveyed reported some use of community programs and resources in planning for their learners' needs. The coordinating link in terms of referral to many of these services were program specialists, psychologists and counselors, as well as resource specialists. The opportunity for further communication was provided through staffings and conferences, and especially, the School Appraisal Team meeting. Some of the resource specialists provided ongoing coordination for community services, through visitations and telephone contacts, although program specialists also served this function. In the case of some of the community agencies involved with the learner, the parent would inform the resource specialist of the involvement (for instance, involvement with the juvenile probation department), and the resource specialist would follow up with a personal contact upon obtaining the necessary release from the parent. In other cases, the community agencies themselves initiated contact. Some have representatives at the schools on a part-time basis. Unfortunately, this is generally only the case for juvenile probation and police departments, although a county drug program was also represented at one high school campus.

In conclusion, our survey has indicated that resource specialists have been creative in developing their own coordination links according to local needs. In addition to presenting some general techniques for establishing coordinative relationships within schools and community, this chapter has outlined some of the varying emphases and techniques for establishing such links. The School Appraisal Team meeting has shown itself to be a viable setting for communication between specialists, and providing the initial opportunity for coordination of services to learners.

In looking towards the future, the resource specialists attending the conference were most concerned with:

1. Increasing earlier contact with learners in the Resource Specialist Program, by articulating services to entering learners the preceding year.
2. Developing closer and informal contacts with learners and parents through weekend field trips and outings.
3. Becoming more active in program development functions by attending liaison committee meetings.
4. Defining roles, functions, and program needs more clearly to administrators, while retaining some flexibility to meet local needs.
5. Increasing indirect and resource services to teachers by various techniques; such as increased inservice training, model-teaching and sharing of resources after assisting teachers in determining needs.
6. Increasing coordinative and collaborative functions with work experience programs and school attendance review boards.
7. Increasing their leadership role and coordinative functions on the SAT.

Assessment and Instructional Planning

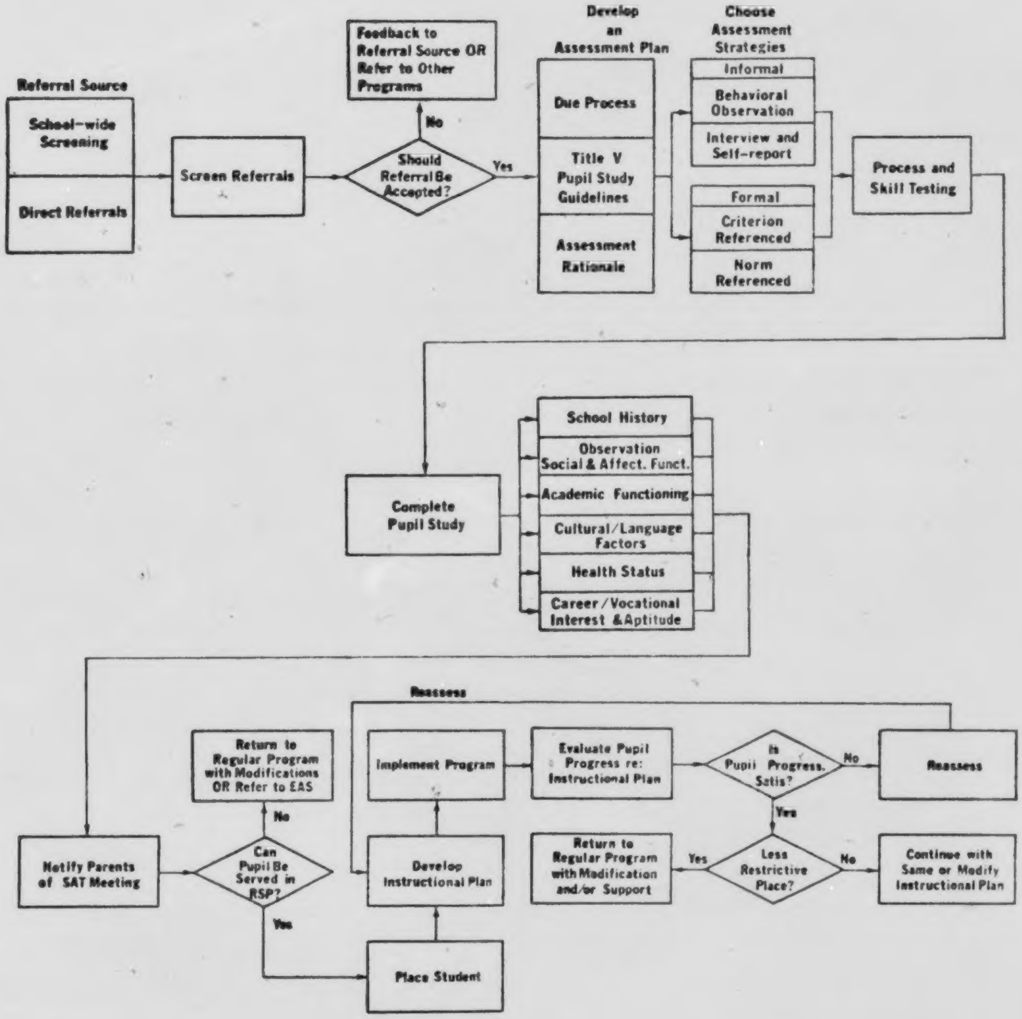
Andrea Carroll

Chapter III

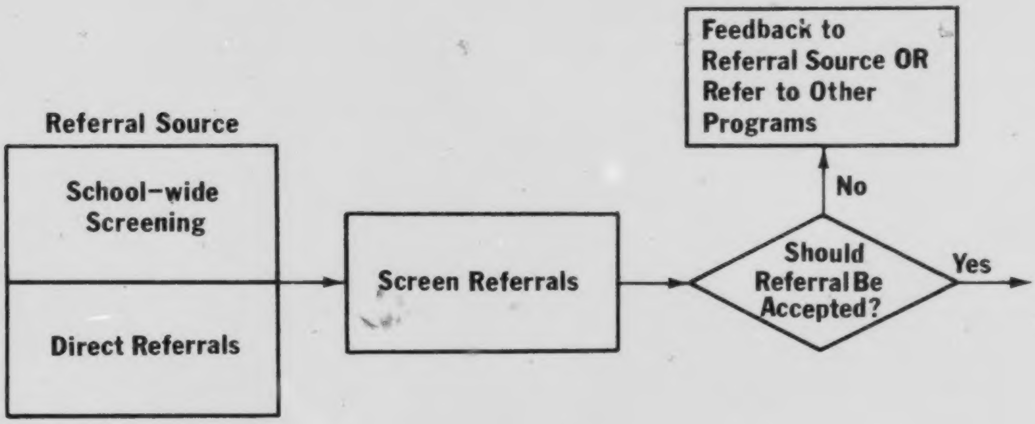
It is the responsibility of a School Appraisal Team (SAT), guided by local policy and the requirements of Title 5 regulations, to define the population of students to be served by the Resource Specialist Program. Once the target population has been identified, the SAT will be able to specify the most effective approaches to screening, assessment, and placement. In a recent symposium, representatives of secondary programs from the National Learning Disabilities Assistance Project (1975) addressed this issue and concluded that "local conditions are perhaps the primary determinant for selecting diagnostic procedures. Factors such as school size, legislation, availability of support personnel and resources, and local attitudes have an impact on the diagnostic phase of each program." Although local needs must be consulted before defining the specifics of an assessment process, the following model should be relevant to most secondary schools, in that it reflects those elements generally considered to be the best practices in conducting comprehensive assessments. This model is based on several fundamental assumptions:

1. The identification, assessment, and instructional planning process is a dynamic process. Each phase of the cycle has reference to that which precedes and follows it. Therefore, assessment does not have meaning without prior definition of needs or subsequent translation into educational objectives.
2. Initial assessment must be accompanied by continuous, on-going evaluation of student progress.
3. A multi-disciplinary team approach is the most effective way to derive a comprehensive assessment. The learner, the learner's parents, and classroom teacher(s) are considered essential team members throughout the assessment and planning phases.
4. The purpose of assessment is to design effective, personalized instruction so that the learner can maximize his/her potential in the least restrictive environment. Therefore, assessment should relate as closely as possible to those skill requirements the student faces in naturalistic settings and be easily translatable into objectives for intervention.
5. Assessment should proceed with the clear recognition that individuals are complex physiological, psychological, social, and cultural beings operating in many social settings. A comprehensive assessment, therefore, considers the whole person (strengths and weaknesses) as well as the environments in which s/he operates.
6. Assessment does not necessitate the use of an exhaustive battery of standardized tests. Informal testing and behavioral observation often yield enough relevant information to design effective instruction.

COMPREHENSIVE ASSESSMENT MODEL


Referral Source
School-wide Screening
Direct Referrals
Screen Referrals
Feedback to Referral Source OR Refer to Other Programs
No
Should Referral Be Accepted?
Yes
Develop an Assessment Plan
Due Process
Title V Pupil Study Guidelines
Assessment Rationale
Choose Assessment Strategies
Informal
Behavioral Observation
Interview and Self-report
Formal
Criterion Referenced
Norm Referenced
Process and Skill Testing
Complete Pupil Study
School History
Observation Social & Affect. Funct.
Academic Functioning
Cultural/Language Factors
Health Status
Career/Vocational Interest & Aptitude
Reassess
Notify Parents of SAT Meeting
Can Pupil Be Served in RSP?
No
Return to Regular Program with Modifications OR Refer to EAS
Yes
Place Student
Develop Instructional Plan
Implement Program
Evaluate Pupil Progress re: Instructional Plan
Is Pupil Progress. Satis?
No
Reassess
Yes
Less Restrictive Place?
Yes
Return to Regular Program with Modification and/or Support
No
Continue with Same or Modify Instructional Plan

IDENTIFICATION


Referral Source
School–wide Screening
Direct Referrals
Screen Referrals
Should Referral Be Accepted?
No
Yes
Feedback to Referral Source OR Refer to Other Programs

Identifying Characteristics Of Students Served By Secondary Resource Specialist Programs

Who are the students in junior and senior high schools being served by resource specialists? According to the California Master Plan for Special Education, those students eligible for service by the Resource Specialist Program must be identified by the SAT as having "exceptional needs" and be able to benefit from participating in the regular education program for a majority of the school day. Having "exceptional needs" means that the learner cannot be appropriately instructed without specialized support services as a result of a demonstrated physical, intellectual, or serious emotional impairment; or as a result of a specified behavior, learning and/or language disorder which has not been successfully ameliorated through modification of the regular school program.

In recognition of the wide range of student needs and in an attempt to reduce the negative effects of labeling, the framers of the California Master Plan for Special Education have collapsed the numerous descriptions of handicapping conditions into the four categories of Learning Handicapped, Communicatively Handicapped, Physically Handicapped, and Severely Handicapped, and attached a global criterion that relates special education categories to: (1) severity of handicapping condition, and (2) degree of tolerance in the mainstream for learning deviations.

The secondary resource specialists who responded to our survey indicated that they have provided instruction and service to some students whose primary handicap is physical (partially sighted, blind, orthopedically handicapped) or communicative (deaf, hard-of-hearing, language or speech impaired). However, by far the largest numbers of students served in the resource specialist caseload have been identified by SAT's as Learning Handicapped (learning disabled, behavior disordered, educationally retarded).

There is currently much controversy in the field regarding the proper definition of a learning handicap. Hammill (1975) and Wiederholt (1974) provide excellent reviews of the historical and current status of approaches to defining the learning handicapped population. Essentially, there are two different interpretations that exist among professionals, with many of them holding views somewhere between: (1) the strict constructionist interpretation which conceives of learning handicaps as including little more than the "hard core", i.e., classically-defined clinical types, especially those neurologically impaired students considered to have dyslexia, dysphasia, or Strauss-syndrome, and (2) the considerably more liberal interpretation which permits the inclusion of the underachiever, unmotivated, and poorly taught student, i.e., the "soft core" varieties.

Clinically "pure" cases of learning disability, emotional disturbance or retardation are readily identifiable, although small in number. Beyond this point the waters get very murky indeed when trying to differentially identify a student as mildly disturbed, mildly retarded, mildly disabled or simply the victim of inadequate teaching. Regardless of diagnostic labels, students may have very similar instructional needs and be most appropriately served by Resource Specialist Programs. National incidence figures vary drastically depending on how definitions have been operationalized. The current maximum caseload for research specialists in California is 24 students per 600 school population (on the average); this reflects an estimated incidence of 4% mildly handicapped.

Studies of the characteristics of children with learning handicaps are likely to have only limited implications for professionals concerned with adolescents. By the time a learning handicapped child becomes a teenager, manifest characteristics may be accommodated, modified, or concealed through the coping mechanisms of adolescence and complicated by such factors as inadequate teaching, inadequate curriculum, attitudes toward learning, and negative self-concepts. Furthermore, the learning handicapped adolescent population is extremely heterogeneous with respect to a variety of behavior patterns. All secondary students are faced with the developmental demands of adolescence and must cope with physical maturity, peer influence, emerging independence, and career decisions, to name a few. All secondary students are affected to some degree by the political, economic, and cultural challenges which impinge on our lives in the 20th century. Dope dealing, gang warfare, teacher strikes, racial conflict, rapid changes in family and community value structures, a mobile society, and the knowledge explosion are realities facing this nation's junior and senior high schools. Many students, not just learning handicapped students, have difficulty dealing with these challenges; many lack motivation and show underachievement. The issue, then, of defining a sub-group of the "normal" secondary school population as mildly handicapped is complex; no one set of criteria apply across the board. However, there is a small body of literature based on clinical and classroom observations which points to some of the characteristics of adolescents with learning handicaps.

Deshler (1975), in summarizing the literature, finds four general distinctive features to be associated with the presence of learning handicaps in students:

1. The performance profile of the learning disabled adolescent reflects a pattern of both strengths and weaknesses, whereas the profiles of educationally retarded youngsters are generally suppressed in all areas of functioning.
2. Many skills basic to the academic process are still lacking or have been incorrectly acquired.
3. Poor self-perception, lowered self-concept, and reduced motivation frequently derive from years of repeated failure.
4. The common characteristics associated with children, such as poor coordination and attention, hyperactivity, and distractibility are likely to be manifested more subtly in adolescents.

Any one adolescent with a learning handicap may manifest one or more of these behaviors and, indeed, many adolescents in the general population may normally evidence some degree of many of the above mentioned characteristics. Included in Appendix F (III) is a list of the behaviors resource specialists have reported as characteristic of the students they are serving. This list is offered only as a guideline to identification; it must be remembered that patterns of behavior as well as the degree and duration of behaviors are significant factors to consider when identifying students for special education services.

The presence of any given characteristic is neither sufficient nor necessary to determine if a youngster has a learning handicap. Conversely, all of these characteristics need not be present in order for a student to be experiencing difficulties with educational and social adjustments. Furthermore, these characteristics should not be viewed in isolation; research has demonstrated a high degree of interrelationship between characteristics associated with success and failure in secondary schools. Factors related to social, emotional, and prevocational adjustment assume equal or greater importance than academic competence at the secondary level.

REFERRAL SOURCES

Screening Methods

1. *Standardized Group Tests and Grades:* Screening is the initial procedure in locating students from the total school population who are most likely to have a learning handicap. Learning handicapped students will primarily be found among those who are underachieving in their school work. Underachievers are easily located through the use of standardized tests and/or teacher referrals. In many secondary schools, each student is tested annually on measures such as the *Comprehensive Test of Basic Skills* or some other group administered device. The results of this total school testing program can be utilized for possible referrals to the SAT. A quick analysis of the results of these standard

measures will yield the names of those students who score in a given school or district at the lowest levels. It is possible, therefore, to quickly identify the students with the most serious academic underachievement.

Swift and Spivack (1973) used the following criteria to measure achieving and underachieving junior high school students:

Teacher Grades	**Group Test Scores**
High Achiever - A or B	High Achiever - above the 67th percentile among peers (local norms)
Mid Achiever - C or D	Mid Achiever - 34th to 67th percentile
Low Achiever - E or F	Low Achiever - 0 to 33rd percentile

According to their studies, when a student is underachieving by teacher grades s/he is significantly more likely to be failing than achieving by the group test score criteria, i.e., low teacher grade, low test group. When failing by group test scores, it is less likely that s/he will gain high teacher grades. However, some students achieving poorly on group tests manage to display learning in daily classroom activities and tests. Few students who are moderately and highly successful in terms of group test scores (above the 34th percentile) fail to achieve comparably in the classroom. One resource specialist reports that her school keeps a list of students receiving three or more F's in academic and/or citizenship grades each quarter. By checking these lists, the SAT gets names of possible candidates for the Resource Specialist Program.

2. *Past Special Education Placement/Consideration:* The guidance department can be of assistance in collecting names of students previously served by special education. This is an obvious and critical source for identifying potential candidates for the Resource Specialist Program. These students may have been served by a Resource Specialist Program or special day class in elementary or junior high school and be in need of continued support through instruction, consultation, or program coordination. In many districts, the list of students in the special education program is passed on to the receiving school along with progress reports and recommendations. For districts with existing Resource Specialist Programs, it is likely that the program will stay fairly full with previously served students coming up in the ranks. However, where there are openings, another source for seeking out potential candidates is the cumulative records of students who have had previous psychological workups. Some of these students may be "borderline" in that they tested too low for the old Educationally Handicapped placement criteria and too high for placement in Educationally Retarded programs.
3. *Schoolwide Screening:* Another approach to screening is through soliciting schoolwide teacher referrals. Several screening instruments have been developed (e.g., *Classroom Inventory of Teacher Estimates for Special Service*), which allow teachers to review their entire class in relationship to a pre-defined list of behaviors and identify those students whose behavior deviates signifi-

cantly. However, this screening method may not always be satisfactory in that teachers may refer many pupils who are disruptive, but not significantly non-achieving. Teachers usually anticipate service for those students referred; having to respond to large numbers of over-referrals or inappropriate referrals can become quite time-consuming for the resource specialist. One way of circumventing this problem is to precede the screening with in-service training which alerts teachers to the characteristics of learning handicapped students, the process of ultimate identification, and the numbers of pupils to be served by the program.

Direct Referrals

In addition to screening at the beginning of the year, a referral system should be established to accommodate referrals throughout the year from the following sources: (1) teachers, (2) students (self), (3) parents, (4) guidance personnel, (5) community agency representatives, and (6) school administrators. Useful information to include on a referral form is:

- Presenting problem in behavioral terms
- Previously attempted interventions and results
- Supporting evidence of levels of academic achievement
- Student's special interests/strengths
- Why service is being requested
- Anticipated results of service
- Priority concern

The form should be short and concise in format due to the heavy demands on the regular class teacher's time, yet structured to give enough pertinent information. It should contain a brief behavioral, academic, and attitude profile of the student as well as a place for miscellaneous comments and the teacher's and student's schedule.

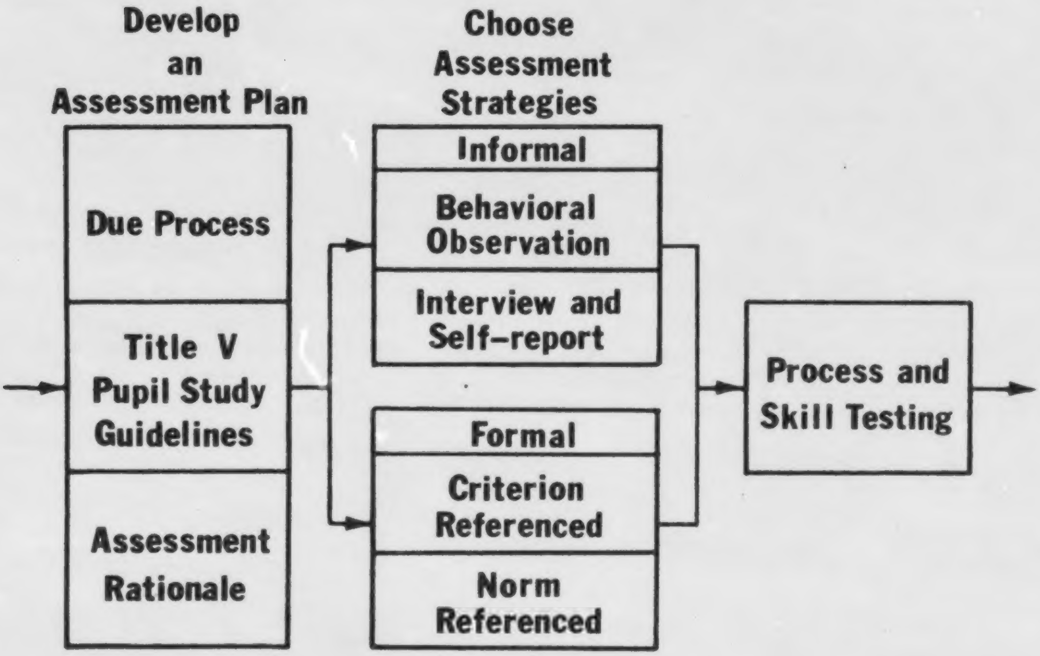
Screening is, of course, only the first cut in identifying the target population. It is the responsibility of the SAT to sort out appropriate from inappropriate referrals and decide which students should be cited for more in-depth assessment. Typically, a sub-group of the full SAT is designated as the review committee. Members may include the resource specialist, head counselor or psychologist, speech therapist, or other designated instruction representatives. It has been found helpful for the review committee to establish guidetines for reviews. Factors to consider in screening referrals include:

1. Number of teachers concerned with student behavior
2. Past educational history
3. Recent achievement, aptitude test results
4. Student statement of problem
5. Absenteeism rate
6. Non-English speaking or different cultural background.
7. Coping level of faculty for learning/behavioral differences.

Items 5, 6, and 7 do not, in and of themselves, constitute consideration for special education. Where these are the only factors present, appropriate alternatives such as bilingual/bicultural programs, drug abuse programs, school attendance and review boards, remedial reading programs, etc., should be strongly considered.

In many instances, the resource specialist is primarily responsible for determining the appropriateness of referrals through informal communication with other resource personnel. This approach is often more satisfactory than trying to arrange a pre-SAT meeting time. Those referrals deemed inappropriate for special education consideration should be returned to the referral source with feedback or referred on to other support services available in the school or community.

ASSESSMENT


Develop an Assessment Plan
Choose Assessment Strategies
Due Process
Title V Pupil Study Guidelines
Assessment Rationale
Informal
Behavioral Observation
Interview and Self-report
Formal
Criterion Referenced
Norm Referenced
Process and Skill Testing

DEVELOPING AN ASSESSMENT PLAN

Due Process

The California Master Plan for Special Education reflects the growing national trend to treat parents as equal and knowledgeable partners in the educational decision-making process. Once a student has been selected for more in-depth assessment, the SAT is responsible for notifying parents of the intended assessment and designing an assessment plan which can be completed within 45 calendar days from the time of referral. According to Title 5 regulations, Article 6.3381, "*Whenever an assessment is to be conducted by an SAT, the parent of the pupil shall be notified of the intended assessment at least ten calendar days prior to the date set for the assessment. This notice shall explain the procedures and objectives of the assessment and why it is needed. The notice shall state that no educational placement will result from the assessment without first obtaining the written co-consent of the pupil's parents.*" However, if the parent responds to the notice within ten days, assessment can proceed. At the time parents are contacted for permission to assess, they must also be informed of the procedural safeguards which insure them due process should they disagree with the placement decision.

The reader is referred to Chapter II for a description of effective strategies for communicating with parents and involving them to the greatest extent possible in the educational planning process. Two excellent sources for more complete legal and historical perspectives on due process in special education are *Public Policy and the Education of Exceptional Children*, (Weintraub, F., Abeson, A., Ballard, J., and Lavor, M., 1976), and "Due Process in Special Education: Legal Perspectives," (Kotin, L., 1976).

Title V Regulations: Pupil Study

Set forth in the California Title 5 regulations are the following guidelines for conducting a pupil study:

3312. Individual Assessment of Pupils by the School Appraisal Team. The SAT shall conduct a study of the pupil which includes the following:

1. *A school history, the educational progress, the steps taken to assist in the areas of school difficulty, and the results of such assistance;*
2. *Observation in the regular school program with an assessment of peer and teacher interactions affecting functioning the regular school program;*
3. *Assessment of the pupil's academic functioning;*
4. *Appraisal of the cultural and language factors which may affect school functioning;*
5. *Health status, including a recent hearing and vision assessment;*
6. *Assessment of career and vocational aptitude for each secondary pupil*

Secondary students referred for the Resource Specialist Program have frequently received special education services in the past and have often had extensive testing. This information can be located in the student's cumulative folder and should be considered at the outset of designing an assessment plan. This information may influence the choice of assessment devices used and give clues to selecting appropriate instructional interventions. Information regarding referrals to community agencies may also be included in the cumulative folder. This can be a signal to follow up on the outcomes of such referrals as another source of valuable information. This historical perspective on a student, coupled with current referral information, is a good starting point for designing an assessment plan. Items 1 through 6 of the pupil study represent the minimum requirements for assessment. Covering these areas is generally sufficient to design an appropriate instructional plan. However, there may be indications that more specialized in-depth assessment is required for some learners.

As outlined in the Title 5 regulations, "*Each pupil whose learning or educational problems have not been adequately determined by the criteria set forth in 3312 or is failing to attain significant educational progress shall either be referred to the EAS or to a specialist (regular teacher of the pupil; school psychologist; physician, language, speech, and hearing specialist; audiologist; vision specialist; social worker; school nurse; counselor; pupil personnel services; or a representative of an agency which provides direct service to the pupil) for further assessment in the following areas:*

1. *Appraisal of the pupil's current adaptive behavior, cognitive, affective, and sensorimotor functioning as compared to pupils of similar age and cultural background who are functioning satisfactorily in the regular program;*
2. *Appraisal of the pupil's intellectual aptitude for academic learning;*
3. *A developmental history;*
4. *Review of the receptive and expressive language functioning.*

For each pupil with a health problem that directly affects the pupil's education, or when required by the SAT, a report of a functional assessment of the physical, neurological, or emotional basis for the pupil's performance shall be obtained from a licensed physician and surgeon.

As described in Chapter I, the resource specialist in many secondary schools will be responsible for coordinating the entire assessment process, in which case, other professionals such as the school psychologist, speech and language specialist, or nurse should be contacted.

An effective system for keeping all SAT members informed on cases is through the use of monitoring sheets which include timelines, a description of assessment/notification activities, and person in charge of activities. These monitoring sheets are routed and completed by each SAT member involved in the assessment phase. When assessment activities are completed, the case can be put on the SAT agenda and parents notified to attend the final staff review.

Assessment Focus

Within the Title 5 guidelines, it is important to develop a focus or rationale for assessment. Some factors to consider when developing a plan include:

1. What are the critical skills necessary for the student to survive in the mainstream? Consider:
   a. teacher and peer expectations
   b. parent and student expectations
   c. school/community goals and values
2. Graduation Requirements: What emphasis on academic remediation can be afforded?
3. Student's Age: Is vocational guidance and training a priority objective?
4. Referring Problem: What is the teacher, parent, or student most immediately concerned with?
5. Will information derived from assessment be useful in making instructional decisions?
6. Availability of recent or on-going assessment: Don't duplicate effort.
7. Student's language and cultural background: Has student's socialization been different from the mainstream school culture, so as to necessitate the utilization of different assessment techniques, instruments or interpretations?

Formal And Informal Assessment Procedures

There are a variety of assessment techniques and sources of diagnostic information available to the resource specialist. There is a currently popular distinction between "formal" and "informal" assessment which assigns standardized norm-referenced and criterion-referenced tests to the category of "formal" assessment, and observation, interviewing and task analysis to the category of "informal" assessment. Overriding both of these approaches is the distinction between process and skill testing. Accordingly, this section will first address the issue of process vs. skill testing at the secondary level and then describe some general considerations in formal and informal assessment procedures.

Process Testing

This approach is based on the view that learning difficulties are the result of process deficits in underlying psychological abilities or constructs. Such ability-constructs as "visual memory," "auditory reception," "auditory sequential memory," etc., are identified as psychological processes which represent the mental, language, and perceptual abilities which form the underpinnings of learning. There is a controversy among professionals who hold this viewpoint as to whether these ability-constructs represent actual neurological/biochemical functions or styles of learning which have been environmentally reinforced. In any event, where a student is found deficient in these ability-constructs s/he is suspected of having a process deficit. Tests such as the *Illinois Test of Psycholinguistic Abilities, Lindamood Auditory Conceptualization Test, Stanford-Binet*, and the *Weschler Intelligence Scale*, are commonly employed to measure these constructs.

Hammill and Bartel (1975) and Stellern and Vasa (1973) have identified some of the advantages of process testing:

1. Such tests are objective, have known reliabilities, validities, and national reputations.
2. Well-trained professionals can use formal tests of process variables to identify personality dynamics related to the student's presenting problem as well as the student's problem-solving strengths and weaknesses.
3. Ability tests can confirm or rule out the presence of mental deficiency, demonstrate modality strengths and weaknesses, and point out general areas of academic failure.

However, there are some serious limitations to the process approach which emerge out of practical and research considerations. There is a growing body of evidence which questions the remediation of perceptual and psycholinguistic processes. Numerous studies have shown that ability training or remediation as a prerequisite for academic achievement cannot be empirically supported. For the pro and con arguments, the reader is referred to Newcomer and Hammill (1976) for a comprehensive review of the research. Ysseldyke (1976) questions whether or not processes actually develop in adolescence based on research evidence from developmental psychology which indicates that intellectual processes mature on the average at different ages with considerable variation for specific individuals. Furthermore, a student's motivational systema and previous learning history account for much more of the variance and rate of learning in adolescence than does process maturation. It appears that the status of process testing and training is still in such an experimental stage as to preclude wide-spread adoption by the public schools.

Beyond the research considerations, the issue as to whether or not the process approach has any direct relevance to the mainstream curricula must be addressed. Where the focus is on cooperative instructional planning, it is unlikely that a high school history teacher, for instance, will be able to participate in carrying out an instructional plan which calls for addressing a student's "auditory sequencing" difficulties per se. Furthermore, the exclusive use of process tests limits our diagnostic view point to the student and overlooks what is happening in the learning environment.

Skill Testing

In contrast to process testing, skill testing avoids neurological or psychological implications and focuses instead on assessment of specific skills in language, reading, writing, spelling, arithmetic, school and vocationally related behavior. Pasanella and Volkmor (1976, p.145) present a rationale for skill testing, stating that "we can measure performance directly, without inferring process or ability strengths and weaknesses, thereby determining the student's position on various skill continua and gaining information on what instruction the student needs in order to progress to the next skill level. Instructional programs can then be designed to directly teach specific component skills (e.g., naming letters) and their integration (e.g., spelling words) as opposed to training general underlying abilities (e.g., perception)." Skill testing can be carried out by a regular class teacher or resource specialist for the purpose of determining very specific instructional and behavioral needs which will form the basis for defining a student's program. The skill testing approach increases the probability that assessment information will be translated into instructional action and allows for meaningful, on-going evaluation of student progress.

In our CRRC survey (1976) of assessment practices among secondary resource specialists in California, the skills approach was found to be most widely used. This is consistent with the Kirk and Elkins (1974) survey of practices in selected learning handicapped programs throughout the nation.

Comparision of Criterion-Referenced and Norm-Referenced Tests

The basic difference between criterion-referenced and norm-referenced tests is that criterion-referenced tests measure an individual's performance in specific, behavioral terms relative to a performance standard, whereas norm-referenced tests measure an individual's performance in general terms relative to the performance of others. Norm-referenced tests are used primarily to survey or sample skills in a given curriculum area, whereas criterion-referenced tests are used to determine a student's level of mastery of a specifically defined set of skills.

Norm-referenced measurement may be useful in the screening and identification phase where the SAT is trying to select students for special education consideration based on comparative rankings either locally or nationally; e.g., on the basis of scores on the *Comprehensive Test of Basic Skills*. Norm-referenced measurement may also be useful in determining a student's general academic profile and standing compared to other students in the same grade (e.g., *Wide Range Achievement Test*). Scores are typically reported as grade equivalents, stanines, or percentiles. It must be remembered that norm-referenced tests, by their very design, are constructed to sample behavior; this requires that interpretation be made in terms of probability and comparision and not with precise certainty. Normative analysis of student performance is not sufficient to permit the establishment of a realistic instructional plan. Global measures generally have modest predictive validity and little diagnostic validity.

For the mildly handicapped student, it is important to have measurement tools which can be used in the classroom setting to measure the discrepancy between the student's level of essential skills and the minimum level required to participate in the mainstream. As an alternative to global assessment measurements, a task analytic approach considers the student, teacher, curricular demands, and situational variables. When moving beyond identification and screening to the point of assessment for instructional planning purposes, criterion-referenced measurement is the most useful and appropriate. Scores are reported as percentages or raw scores which reflect degree of mastery. Criterion-referenced tests may be used as pre-tests to assess students' readiness for placement at appropriate instructional levels and placement in learning groups. These tests are designed to provide two fundamental kinds of information: 1. the specific knowledge and skills the student has mastered, and 2. the specific knowledge and skills which are appropriate for further instruction. With this information, the educator can determine the individual student's attainment of specific performance objectives, make instructional plans appropriate to the individual student's needs, and determine accurately the individual student's progress over a specific period of time. Furthermore, the use of criterion-referenced measurement in the evaluation phase allows the teacher to evaluate the effectiveness of instruction. Errors and the failure to achieve objectives may indicate that the instruction was inadequate or the objectives were beyond the reach of the learners. This information allows for a revision of procedures, method, and materials to insure learner success.

Criteria for Instrument Selection

Once it has been decided precisely which variables are to be measured (e.g., math achievement, attitude toward school, pre-vocational skills, etc.), one is faced with the problem of selecting a particular instrument to be used for measuring each variable, or constructing an instrument of his/her own. Since construction of adequate measures is a difficult and time-consuming task, it is strongly recommended that existing instruments of acceptable quality be used whenever possible. The reader is referred to Appendix F (III) for statistical and practical guidelines to follow in selecting assessment instruments. There are a wealth of commercially available diagnostic instruments, particularly in the areas of reading and math. Not all subtests of a diagnostic instrument may be appropriate for a particular student. Beginning with predefined assessment objectives, subtests can then be accurately selected which measure the skills in question. According to Lowenbraun and Affleck (1976), when selecting subtests, it is important to choose those which adequately sample skills, have response and stimulus demands compatible with those in the classroom, and which allow students, wherever possible, independent choice responses so that an error analysis can be conducted. However, where available devices do not match closely enough to the local curriculum requirements, it may be necessary for teachers and resource specialists to develop tests for local purposes.

Test Development

Criterion-referenced testing requires a clearly defined and delimited domain of learning tasks and thus requires breaking the curriculum down into manageable units and sequences through the process of task analysis. Once the scope and sequence of a curriculum has been defined, criterion-referenced test items can be developed.

In *Development and Use of Criterion-Referenced Tests (Roberson, 1975)* two basic steps in the development of a criterion-referenced tests are defined:

Step 1. Determine and specify expected student performance outcomes via six elements:

a. the learner(s)
b. the behavior
c. the area of instruction
d. the method of measurement
e. the time limit and/or prerequisites
f. the level of proficiency

Step 2. Construct, select, collect, or refine assessment items appropriate to each outcome. Determine the item format for the test:

a. true/false
b. multiple choice
c. matching
d. completion
e. essay
f. oral
g. short answer

In regard to item sample, there exists a diversity among educators and measurement specialists relative to the number of items necessary to measure a skill with a high degree of reliability. However, many agree that each skill (performance objective) should have a minimum of five items to increase and insure reliability. Also, each item for a skill or concept should be reviewed to insure content validity in accordance with the curriculum.

Technically adequate criterion-referenced measures can be supplemented with a variety of informal teacher-made tests which tap specific skill areas. For example, after giving a reading inventory the resource specialist may note that the student consistently missed comprehension questions involving inference. Paragraphs at the students' reading level could then be selected from magazines, basal workbooks or textbook review sections to further tap the student's ability to deal with inferential material. Placement and sequence tests can be developed by simply going through curriculum material graduated in difficulty and selecting sample tasks from review exercises. For example, multiplication problems from a series of math text books can be selected to determine appropriate placement level. A handicapped student's abilities may vary widely so that an overall description of math ability is not as accurate as an analysis of specific skills in computation, geometry, problem-solving, etc. Another source that should not be overlooked is the student's class work. Error analyses can be performed to discover how the student is approaching a task (e.g., consistently misses multiplication facts).

Behavioral Observation

An often neglected but valuable source of assessment data is direct observation of the student and the student's environment. Students exhibit many behaviors which can most accurately be studied through direct observation rather than through testing. Pasanella and Volkmor (1976 p. 107) identify the following variables as being appropriate to observation strategies:

- group participation and responsiveness
- attitudes toward academic work
- individual behavior in a group

- peer dynamics
- classroom structure and organization
- teaching style
- student/teacher interactions
- teaching methods and materials
- learning environment
- learner's history of success (entry behaviors)

Observation has the advantage of being a direct measure of behavior which does not require translation; the data speak for themselves. Observation can be conducted in naturalistic settings so as to confirm or deny hypotheses derived from artificial testing situations. And since observation can be conducted during ongoing instruction in the classroom, this allows the classroom teacher to become a primary contributor to the assessment process.

Several resource specialists responding to our survey indicated that before they finalize an assessment plan for a student, they arrange to observe that student for one period in both a key academic class and in a non-academic setting. Using a checklist format, they make as general and comprehensive an observation as possible - defining both student and environmental variables. This observation data, coupled with the statement of referral, form a basis for targeting specific areas for more in-depth assessment. In addition to being valuable during the initial assessment phase, systematic behavioral observation can provide relevant data throughout the assessment process and into the evaluation phase.

Any observation technique is considerably improved if the observer begins with a clearly formulated purpose for observation and objective specifications of those behavior(s) to be observed. The purpose in observation may be very global at the outset of assessment, where the resource specialist will be making general observations about a student and the learning environment or be very narrowly defined as a frequency count of the number of times a students talks out in class. Behaviors should be recorded as directly and as accurately as possible without making inferences or drawing conclusions. Subjective bias can be further limited by having others make the same observations and comparing notes. Many resource specialists report that they work with their instructional aide to insure inter-rater reliability. Observation data are, of course, most reliable when it is collected over a period of time. However, where it is not possible due to scheduling and time conflicts to make extensive classroom observations, a resource specialist can enlist the help of the teacher in collecting or reviewing observation data to check that it is truly representative.

There are numerous data-recording procedures appropriate for the classroom, such as anecdotal recording, frequency and time sampling, direct measurement of permanent products, checklists, and rating scales. A description of these techniques is included in Appendix F (III). For a more complete description of observation guidelines, techniques, and limitations the reader is referred to an excellent source by Cartwright and Cartwright (1974), *Developing Observation Skills.*

Although observation is one of the simplest and most direct means of assessment available to resource specialists, it is not always a simple matter to gain the trust and acceptance of regular class teachers. Teachers may have concerns that their teaching is being critically evaluated or that having an observer in class will be disruptive. The reader is referred to Chapter II for a discussion of effective approaches to establishing communication links with teachers. It is wise to share the observation form with the teacher before conducting the evaluation; this allows the teacher to contribute suggestions regarding any additional student behaviors to observe. In addition, this may alleviate teachers' concern over being personally evaluated. It is also helpful to have the school principal or department chairperson make a general announcement to the faculty that the resource specialist will be arranging to observe in classes of students being considered for or served by the Resource Specialist Program.

Interview and Self-Report

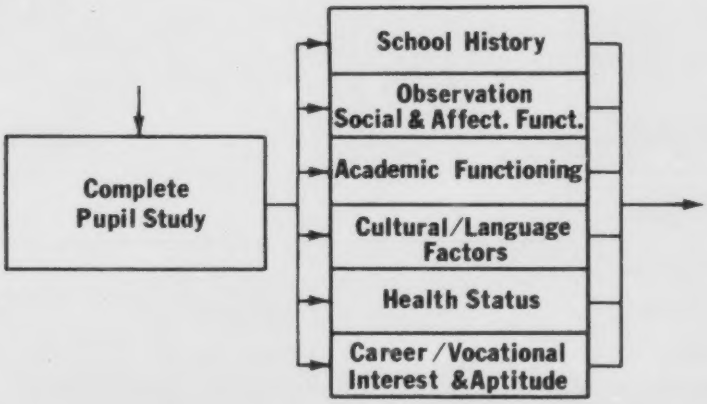
Interviews and self-reports constitute another important informal method of assessment. The resource specialist has this technique available as an initial assessment strategy and to verify and/or extend hypotheses constructed during systematic observation and psychometric testing. Interviews may reveal information about environmental events, past interventions, attitudes, and perceptions that may be overlooked or distorted through other assessment procedures. Skindrud (1976, p.131) identifies the following types of information as being appropriate to the interview method:

Assessment of teacher concerns about student behavior
Description of classroom rules and performance objectives (teacher expectation)
Estimation of low base rate behavior problems not accessible to one-hour classroom observations
Assessment of parent concerns regarding student behaviors in the home and classroom
Description of home management and tutoring procedures (parent expectations)
Description of provision for biological, developmental and social needs in the home (sleep, diet, peer relations, etc.)
Obtaining a history of early development (birth injuries, trauma, serious illnesses, attention, family constellation, etc.)
Assessment of student motivational variables (interest, reinforcers, fears, expectations, cooperation, etc.)
Negotiation of work contracts
Persuasion of the teachers, parents, or the student of the importance and/or possibility for improvement in student behavior, performance, etc.
Informal evaluation of attempts to remediate behavior problems or performance
Assessment of attitudes

The reader is referred to Skindrud's (1976) complete section on interviewing for a discussion of the open and structured interview format and tips for improving communication. The open interview approach allows students, teachers, or parents to share their general and immediate concerns with the resource specialist. The structured interview provides for more specific information and is, therefore, less biased by the informant's structure and perception. Questions can be formulated to tap: 1. a description and clarification of the situation, 2. an analysis of motivational variables and 3. an analysis of environmental conditions maintaining behaviors. It is important for the interviewer to be aware of how s/he is coming across and try to avoid always playing the role of fact-finder, problem-solver, adviser, or judge. Recognizing the basic tenets of effective communication skills: attending, para/phrasing , reflecting, feeling, clarifying intent and being cognizant of non-verbal messages are critical to effective interviewing. As with any other assessment technique, information derived from interviews must be checked against other sources for objective accuracy and reliability.

In general, it is critical to involve secondary students in reporting their side of the story, their perceptions and feelings, as well as their suggestions for changes in the learning environment and desired goals for self-improvement. Many resource specialist consider willingness on the part of the student to participate in the special education program as one of the most important factors in determining placement.

PUPIL STUDY


Complete Pupil Study
School History
Observation Social & Affect. Funct.
Academic Functioning
Cultural/Language Factors
Health Status
Career /Vocational Interest &Aptitude

PUPIL STUDY

A complete pupil study is required for each student being considered for placement in the Resource Specialist Program. Accordingly, this section is ordered around these components as outlined in Title 5 regulations. Specific comments and references regarding assessment in these areas as well as representative tests and techniques are included. At the end of each section is a selected listing of published tests with annotations and, where available, a summary of research findings from Buro's *Mental Measurements Yearbooks*. These tests represent those instruments in most common use as reported by the CRRC conference participants and as reflected in descriptions of other secondary programs throughout the state and notion. This list is by no means exhaustive or necessarily recommended. The reader is encouraged to read carefully the descriptions and research findings on these tests before deciding which meet your purposes in assessment. A more comprehensive, but less detailed, compilation of tests appropriate to the secondary level is included in Appendix F (III), as well as a guideline for selecting assessment instruments.

SCHOOL HISTORY

A student's cumulative folder is the key source for collecting information about a student's school history, educational progress, the steps taken to assist in the areas of school difficulty, and the results of such assistance. By the time a student reaches junior high or high school there will be an abundance of accumulated data. Although general anecdotal impressions concerning the student will be of some assistance in forming a gestalt about a student's strengths and weaknesses, it must be remembered that these reports may be biased by teacher expectations and should therefore be interpreted cautiously. Of more value will be recent notations on skills taught and materials used. Checklists of commercial materials used are important since the mildly handicapped student has often been shuffled through the same remedial materials year after year. This information will be critical when designing instructional plans. For purposes of designing an assessment plan, it is helpful to prepare a very brief summary of the student's educational history, including past special education placements, successful and unsuccessful interventions, recent test scores, and current achievement status. Many school systems have adopted criterion-referenced skill management systems with printouts to indicate specific reading or math skills that the student has mastered. Where adequate information regarding a student's learning history cannot be located in the cumulative folder, the resource specialist will need to interview the student, his or her parents, and faculty members to fill in the gaps.

OBSERVATION: ASSESSMENT OF SOCIAL/AFFECTIVE DIMENSIONS

Most educators would readily agree that a realistic, positive self-concept is desirable as a goal in and of itself, as well as being an important correlate to academic success. People who feel adequate, have confidence in their own capacity, take pride in their accomplishments, and can realistically deal with anger and frustration caused by limitations are candidates for happy, successful lives. Resource specialists unavoidably, and hopefully consciously, touch the social and emotional pulses of students as well as the cognitive dimension. Getting an accurate picture of a student's self image, interpersonal effectiveness, and attitudes toward school and learning can be an important first step to designing an effective instructional progam. Some students referred to the Resource Specialist Program may be having academic difficulty due primarily to emotional distractions and lowered motivation rather than due to specific learning disabilities. Knowing this at the outset will help to determine that the focus of an instructional program should be on values clarification, developing interpersonal skills, self-expression, etc., as opposed to a strict focus on remediating low academic skills. Indeed, for handicapped adolescents successful functioning in the mainstream is largely contingent on social effectiveness, a sense of personal responsibility, and compatibility between learner and teacher styles. It is as important to assess the environment to which the student is responding as it is to assess specific student behaviors.

Learning Environment

A content profile of the learning environment can be derived by observing such variables as teacher style, room arrangement, peer dynamics, and use of reinforcement. The resource specialists at the CRRC conference identified the following characteristics as being generally supportive to handicapped learners in the regular classroom. All of these variables relate to an emphasis on personalized learning:

1. Content reading materials geared to reading level of students
2. Students given different assignments to accommodate differences in rate and style of learning
3. Positive reinforcement used frequently
4. Students participate democratically in defining class rules and expectations
5. Lecture format varied with other pedagogical styles; i.e., seminars, films, learning centers
6. Seating arrangements thought through to accommodate disruptive students or students with learning difficulties
7. Instructional materials are varied and of high interest value to students
8. Peer and cross-age tutoring is encouraged.

It may be idealistic to expect that secondary teachers with responsibilities for instructing 150 students a day in complex subject areas will place a high value on personalized instruction. But it is precisely in this area of individualization that special education has developed successful strategies that can be merged with the content of regular education. The reader is referred to Chapter IV for a description of how some resource specialists have successfully adapted regular high school curriculum for an entire class. Of course, if resource specialists are working with highly traditional, autocratic teachers it is important to be aware of this style; it is useless to design instructional plans which require strategies that a teacher is not prepared or willing to carry out.

Some resource specialists report being able, with the help of the guidance department, to arrange class changes where there is a clash between teacher and learner. Short of being able to switch classes, simply sharing information with a student's teacher about differences in style can provide a catalyst for consciously accommodating each other. The *Teacher Training Program:* "Mainstreaming Mildly Handiicapped Students in the Regular Classroom" (1975) presents a useful framework for observing teacher/learner match. Learning style refers to more than a student's preferred sense modality (auditory, visual, kinesthetic) for processing information: Learning style incorporates such factors as preferences for working individually or in groups, for external or internal structure, for a concrete or symbolic approach to enhancing associative learning, and reinforcement preferences.

Snyder and Snyder (1976) identify several strategies for assessing the interpersonal domain in learning environments. Briefly, these techniques are:

1. *Sociometry Methods* - The sociometric approach simply for assinvolves having class members select those persons in the group they like the most; these choices are then arranged in a schematic diagram. Changes in the configurations over time then measure changes in the interpersonal environment. Stimulus questions can be designed to reveal those students who are social isolates, important subgroups in a class; and which learners are considered to be interpersonal models by their peers.
2. *Peer Ratings* - Peer ratings involve polling group members on a series of variables to reveal attitudes toward self and others. The rating method generally involves the use of a more extensive written instrument than with the sociometric method through the use of single choice responses, such as "Who would be best at . . . ?" or a semantic differential type scaling.
3. *Physical Displacement* - Unobtrusive measures can be taken of physical closeness, distance, and movements within groups as indicators of personal comfort and involvement in group interactions. Polaroid photographs, videotapes, and diagrams have been used as recording methods.

For detailed information on these techniques, the reader is referred to *Exploring the Interpersonal Domain: A Handbook for Learning Design and Guided Interaction* (Snyder & Snyder, 1976).

When using measurements of group style and relationships it is recommended that the resource specialist team with the school psychologist or counselor and arrange with full cooperation of the teacher, to conduct these measures during interactive class times, i.e., discussion periods.

Interaction Analysis

A number of category systems have been developed to identify verbal interaction in the classroom. One of the most carefully researched and constructed is the Flander's system of interaction analyses. It is based on the awareness that a teacher's verbal behavior is an important factor in determining both the amount and level of student participation as well as the social/affective climate of the classroom. All teacher-student interaction isdivided into ten categories - seven of teacher talk, two of student talk, and one of silence or confusion. Teacher talk is recorded under the major categories of indirect or direct influence, and student talk is categorized by response to the teacher and self-initiated talk. It should be noted that the recording system used with the Flander's model is very precise and time consuming; specific training is required to become proficient in its use. However, the general categories do provide resource specialists with a framework for structuring systematic observation in the classroom and are included in Appendix F (III) for this reason.

Non-Verbal Interaction Analysis

Amidon (1971) has taken the Flander's system one step further into the realm of non-verbal interaction. This adaptation provides the observer with four dimensions to record classroom interaction and arrangement. Two dimensions are concerned with the classroom setting - the arrangement of furniture and the presence of materials and supplies. The other two dimensions are concerned with non-verbal behavior to accompany verbal communication, e.g., facial expressions, gestures, physical position. Observing non-verbal cues can point to discrepancies between the teacher's stated behavioral objectives and the actual interaction. For example, the teacher may intend to praise and encourage student participation, but find through observation that frowning or head shaking is inconsistent with this objective.

Self-Report and Interview

One of the simplest and most direct means of finding out how students feel about themselves and their school experience is to ask them. Some resource specialists ask the student to write or tape-record a brief narrative in response to such topics as: *What I like about school? What I don't like about school. What I would like to change.* This can then provide a stimulus for further probing and discussion. Of course, in order for this technique to work, the student must feel a degree of rapport with the resource specialist and trust that she will be sensitive to and respectful of the student's right to privacy. If a student reports that he is "turned off" by a particular teacher and identifies incidents that point to boring, non-motivating class activities, it is wise to take that information as a clue to assessing the learning environment as well as trying to figure out what's going on with that student that causes him to be bored. Maybe he's just honestly expressing the sentiments of many of his classmates.

Incomplete Sentences

Another, more structured method of assessing a student's perceptions, is the incomplete sentences technique whereby a sentence stem (e.g., "The thing I most dislike about school . . . ") is presented for the student to fill in. This approach can also be used for surveying preferred modes of reinforcement and attitudes toward specific academic areas. One resource specialist reports using a checklist format for students who are not particularly expressive or who have idfficulty reading or writing. The resource specialist makes a statement-for example, "I often feel that other people make fun of me." The student responds by checking one of the boxes marked *Yes, No, I Don't Want to Answer, or I Don't Understand.*

Standardized Tests

In general, resource specialists and teachers are not qualified to administer or interpret personality tests or tests of social development. There are some standardized self-concept inventories and behavior rating scales which resource specialists and teachers are qualified to administer. However, these instruments are not noted for being highly reliable and often focus on behaviors that are more appropriate to clinical rather than instructional settings. It is particularly important in selecting any instrument in the affective domain to determine how the test author has defined self-concept and to decide if that matches with your purpose in assessment. Any standardized assessment should, of course, be verified by actual systematic observation and interviewing.

Where a student's emotional or social behaviors are estimated to be significantly deviant, other professionals with clinical expertise such as the school psychologist, mental health therapist, or counselor should definitely be consulted.

Test Name: SELF-CONCEPT AND MOTIVATION INVENTORY

Author: F.A. Farrah, N.J. Milchus, and W. Reitz

Publisher: Person-o-Metrics

Range: High School from available

Test Description: This inventory measures self-concept with regard to school role, expectations, achievement needs, failure avoidance, and self-adequacy. The inventory can be group administered.

Administration Time: 25-30 minutes

Test Name: PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

Author: E.V. Piers and D.B. Harris

Publisher: Counselor Recordings and Tests

Range: Grades 3-12

Test Description: This scale measures self-concept with regard to behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness, and satisfaction. The student responds yes/no as to whether statements are generally true of him. Six factor scores are yielded.

Administration Time: Self-administered and untimed for older students

ACADEMIC FUNCTIONING

General Achievement:

Many students in the Resource Specialist Program do not do well on group-administered achievement tests, since minimal reading competencies of approximately eight-grade level are required for successful completion of any of the high school achievement batteries. Students who do not possess this level of reading comprehension will always score considerably lower on these tests, despite the fact that they may know the correct answers. Text anxiety, time requirements, and test format may also contribute to poor performance on these tests.

Achievement tests have specific uses within school districts - generally for data collection and screening purposes. They may indicate areas of instructional need, but do not provide directly useful information for program planning. The sampling of items per skill area on achievement tests is typically limited, it is not possible to observe the student's problem-solving approach during group-administered exams, and the responses demanded of the student are often quite different than in the classroom setting. Several resource specialists report that some of their students have been greatly motivated to prepare for the *California High School Proficiency Exam* and the *College Entrance Exam*. Special test arrangements for handicapped students such as having readers, waiving time requirements, etc., can be negotiated. For further information contact the sources listed below.

Individually administered achievement tests such as the *Peabody Individual Achievement Test* (PIAT) generally yield more useful diagnostic information than group-administered tests in that the resource specialist can observe the student in the process of arriving at answers and analyze subtest patterns behind the final scores. Lower performance on specific subtests can then indicate a need to zero in on specific skill areas in more depth.

Test Name: PEABODY INDIVIDUAL ACHIEVEMENT TEST (PIAT)

Author: Lloyd Dunn and Frederick Markwardt, Jr.

Publisher: American Guidance Service, 1970

Range: K-12

Test Description: The PIAT is a norm-referenced test designed to measure general achievement levels. Scores are yielded in six areas: 1. mathematics, 2. reading recognition, 3. reading comprehension, 4. spelling, 5. general information, and 6. total score. The item pool was derived from an extensive review of curriculum materials at each grade level; however, items were retained on their statistical discrimination, not necessarily on their ability to test a content area. Grade scores, age scores, percentile ranks within grades, and normalized standard scores can be calculated. Buro's review indicates that the differences in mean raw score between grade levels beyond fourth grade level are too small for more than rough screening.

Administration Time: 30-40 minutes

Test Name: WIDE RANGE ACHIEVEMENT TEST (WRAT)

Author: J.F. Jastak, S.R. Jastak, and S.W. Bijou

Publisher: Western Psychological Services Inc., 1970 revision

Test Description: The WRAT is an individually administered test with adaptations for group administration of some parts. The content areas tested are: 1. Spelling, 2. Arithmetic (counting, identifying numbers, solving verbal problems, solving written computations), 3. Reading (word pronunciation). Results can be converted into grade equivalents, standard scores, or percentiles. The WRAT is useful as a quick estimate of the individual's general level of ability and educational background.

One secondary resource specialist conducted a research study to determine if the revision of the arithmetic subtest format of the *WRAT* would result in higher scores for secondary educationally handicapped students than would the standard published format. The publisher's format of the arithmetic contains 46 problems on one 8½ by 11 inch piece of paper. The research format contains the same problems, but there are no more than seven problems on one page. Students in this study did significantly better with the revised format. The researcher recommends the use of the subtest format where the problems are more clearly spaced and computation space is available. It is also recommended that future studies examine the time limit and dependence on reading directions for various computation problems in evaluating the WRAT as an assessment tool.

Administration Time: 20 minutes

Test Name: COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS)

Publisher: CTB/McGraw-Hill, 1968-70

Range: Grades 2.5 - 12

Test Description: The CTBS is a norm-referenced, group-administered test in multiple choice format.

Areas Tested:

1. Reading - 40-45 items per category
    - 1.1 vocabulary
    - 1.2 comprehension
    - 1.3 total

2. Language - 25-30 items per category
    2.1 mechanics
    2.2 expression
    2.3 spelling
    2.4 total

3. Arithmetic - 20-60 items per category
    3.1 computation
    3.2 concepts
    3.3 applications
    3.4 total

4. Study Skills - 20-50 items per category
    4.1 reference materials, e.g., dictionaries, card catalogues (except Level 1)
    4.2 graphic materials, e.g., maps, graphs, tables, histograms (except Level 1)

Norms are reported by percentiles, stanines, grade equivalents, and standard scores. The Buro's reviewer suggests that content validity is good because classroom teachers supported by curriculum specialists were used to write the original test items.

Administration Time: 170-195 minutes

Test Name: CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION(CHSPE)

Publisher: Educational Testing Service for California State Department of Education, 1975

Range: Only 16- and 17-year-olds-can take with parental permission
Reading Level: 6-8th grade
Math Level: 4-6th grade

Test Description: The *CHSPE* is designed to verify applied basic skills. Each person who passes the *CHSPE* will receive a Certificate of Proficiency from the State Board of Education, which is the legal equivalent of a high school diploma. The areas covered are: language use, consumer skills, computation, quantification, social science, natural science, and community resources. There are 200 test items. The minimum passing score on the *CHSPE* is set at the average performance level of second-semester twelfth-graders. The level is revalidated in each administration of the test. In March, 1976, 19,995 persons took the exam and 5,976 passed. By contacting Educational Testing Service ahead of time, special arrangements can be worked out for individuals who are handicapped. The test is only given in English.

READING

Standardized Tests

Standardized reading tests can provide estimates of a student's reading level, but typically yield little or no information on the student's specific-reading skills. Results of standardized reading tests are generally reported as grade scores, which are usually interpreted as indicating the grade level of the test material that the student can handle adequately. For example, 7.0 on a test is supposed to mean that the student can read seventh-grade material as well as pupils of that grade placement. However, the grade score really only shows that the student did as many items correctly as average seventh-graders commonly do. It does not mean that the student has the reading background, interests, or skills to handle the usual reading materials of the seventh grade. Also, tests that purport to be measuring reading may simply be tapping a reading sub-skill and thus over or under estimate actual reading ability. A common example of this is the reading sub-test of the *Wide Range Achievement Test* which is merely assessing word pronunciation.

A more profitable approach to assessing reading is through the use of criterion-referenced instruments, such as the *Woodcock Reading Mastery Test*, which tap the variety of interrelated sub-skills which underlie reading performance such as letter recognition, whole word recognition, word attack skills (regular and irregular phonetic rules, syllabication), vocabulary knowledge, syntax, comprehension. This approach gives more useful information for where to begin instructional planning. However, as Spache (1975) points out, the rationale for relying solely on criterion-referenced systems to design instruction may be unsound. A criterion-referenced system is based on the assumption that all students learn to read by building a series of reading skills in the order in which they are presented, that students need training in these hundreds of skills to read successfully, and that there are definite hierarchies of sub-skills that underlie each of the behavioral objectives. Research indicates that all readers do not use the same skills in the same manner or to the same degree in order to read well. Two students reading at the same level, with comparable comprehension, may differ greatly in their use of word analysis and contextual cues. One may rely almost solely on context clues for word recognition, while the other may depend on detailed analysis of individual words. Some students may perform satisfactorily at different reading levels, even though they may lack ability in a number of the criterion skills. In other words, not all criterion skills tapped by criterion-referenced tests are possessed by all good readers and lacking among poor readers. Therefore, automatically basing corrective reading activities on low subtest scores may not be justified. It is suggested that diagnostic procedures be expanded to discover exactly how each pupil achieves his degree of success in comprehension and to determine whether or not performance could be improved by further instruction in some particular fundamental skill. A recent breakthrough in this direction has been the *Reading Miscue Inventory*.

Miscue Analysis

"Miscue" analysis is based on the premise that there is a difference between the reader's "true" linguistic competence and any one performance, such as an oral reading situation. Analysis is, therefore, concerned more with the strategies by which the reader consistently derives meaning from a test as opposed to a surface, quantitative recording of errors. The concept of errors is replaced by "miscue." Miscue implies that most deviations are not random, but in fact are cued by the thought and language of the reader in his encounter with whatever written material he is to read (Goodman & Burke, 1972). Each miscue is analyzed into nine major categories: dialect, intonation, graphic similarity, grammatical function, correction, grammatical acceptability, semantic acceptability, and meaning change. The miscue analysis yields descriptive information about comprehensions and use or neglect of reading strategies.Strategies traditionally viewed as errors in other reading systems, i.e., *Durrell Analysis of Reading Difficulty*, may be seen as adaptive reading skills if they systematically enhance comprehension levels. For example, miscue analysis views repetitions to obtain subsequent meaning in a passage as desirable, minor omissions may be an actual improvement on the original text, and substitutions made by non-standard English speakers are seen as higher level functioning and not necessarily as errors. Instruction then focuses on helping the student to expand appropriate reading strategies and match oral performances with underlying knowledge about meaning and language structure as opposed to remediating fragmented surface skills. It should be noted that administration and scoring of the *Reading Miscue Inventory* is presently too cumbersome to be of immediate value to the classroom teacher. However, a simplified scoring system is currently being developed.

Until the formal instrument is practical for classroom use, the methodology and concepts of miscue analysis can prove valuable as a guide to informal assessment. The framework can assist the resource specialist to further interpret a student's departures from expected responses as measured by traditional diagnostic instruments. Also, the manual for the *Reading Miscue Inventory* (1972), provides helpful strategy lessons for instructing readers with a variety of reading profiles.

Individual Reading Inventories

A commonly employed measurement of word recognition and passage comprehension is the individual reading inventory (I.R.I.). There are a nember of these commercially available, e. g., *Gray Oral*, *Durrell*, *Gates-McKillop*. An I.R.I. can also be easily constructed by assembling passages of graduated reading difficulty and designing a set of comprehension questions for each passage to tap factual recall, evaluation, inference, and interpretation. There is an advantage in constructing an I.R.I. for use with secondary students in that content material can be selected from low vocabulary / high interest readers. With an I.R.I. percent of accuracy is calculated for word recognition and comprehension and then *independent*, *instruction*, and *frustration* levels assigned. However, Guzak (1975) questions whether there is any real practical difference between giving the pupil reading materials at his/her instructional or independent level. Eller and Attea (1973), in a research study with the *Spache Diagnostic Reading Scales*, found that over fifty percent of the students could comprehend successfully in passages of a more difficult level than they could read orally with acceptable accuracy. Following the published I.R.I. standards rigorously could result in denying many students access to reading materials of a higher grade level than their instructional performance, regardless of student interest or demonstrated comprehension. Frustration in reading varies greatly from person to person dependent on such factos as general reading ability, measured intelligence, and motivational variables. The questions of how much loss in word recognition can be tolerated before comprehension is seriously affected must really be answered on an individual basis. Error criteria by normative comparisions should only be used as guidelines. Spache (1975) recommends an instructional level of 90% word recognition accuracy and 70% comprehension accuracy following oral and silent reading. Sabatino (1975) states that if a student can read adequately at seventh grade level or better, no further exploration of reading is necessary. If the student cannot read adequately at this level, it may be necessary to utilize more intensive diagnostic procedures measuring whole word recognition (Dolch word lists), phonetic word decoding skills, semantic and syntactic knowledge.

Cloze Procedure

Another simple and effective procedure for determining reading levels and assessing content clue usage is the cloze precedure. The cloze procedure is based on the psychological theory of closure which states that a person wants to complete any pattern which is not complete. In the cloze method, the pattern is a passage from which every *n*th word has been omitted. A cloze exercise can be constructed using passages of varying difficulty from basal readers, newspapers, magazines, or content textbooks. Miller (1975) provides a detailed description of how to formulate, give, and evaluate a cloze exercise.

Modalities

There is currently great contradiction in the research literature concerning the value of testing and teaching to preferred modalities. It is clear that students do differ in their learning from one modality to another. However, efforts to relate various tests of intersensory integration or learning modality to reading have been inconclusive. One reason for this difficulty seems to be that such tests have not paralleled the reading process. Tests of digits, objects, nonsense syllables, pictures, (VMI, LAC, ITPA, etc.) often deal with relative non-verbal learning. To be meaningful to reading instruction, such tests must more closely parallel the verbal task of learning words. A commonly employed test for this purpose at the secondary level is the *Malcomesius Specific Language Disability Test*. Also informally, equivalent content can be presented to the student in a variety of ways, i.e., using multisensory clues visually, auditorily, and a comparative determination can be made as to how the student best handles the material.

Spache (1975, p. 110), in summarizing the research, draws several conclusions that have particular relevance for teachers of secondary students:

1. practice or the previous experience of the learner with a particular modality is a significant factor in modality preference.
2. Age appears to be related both to modality performance and practice. Auditory presentations may be superior to visual for young children, but this difference diminishes with age and practice. In other words, modality preferences exhibibit some developmental changes in time and in response to growing reading ability; once an auditory learner, not always an auditory learner.
3. The mode of presentation appears less significant when meaningful materials are presented than when the task is irrelevant or meaningless.
4. The process the learner uses to mediate and store information is as signifiant as the mode of presentation.
5. Despite the common assumption to the contrary, a multisensory approach is not generally superior in producing learning, but rather is more effective for some students.

Attitude Toward Reading

There are a number of reading behaviors that cannot be evaluated by known texts and for which the resource specialist will need to use informal approaches. For example, student's attitude toward reading and choice of recreational reading material can best be determined through an observation and self-report methods. As Brown (1976) points out, "The secondary teacher concerned with basic reading ability should be very careful about saying that a student connot read because of test or school related behaviors. It may instead be a question of discovering what the student does read, e.g., movie, love, dragster, or cycle magazines, 'pornography' (whatever that is), fashions, comics, or record jackets." There are many published checklists for use in observing reading skills. The reader is referred to the *Reading Diagnosis Kit* by Miller (1974) for a complete compendium of these checklists.

Test Name: WOODCOCK READING MASTERY TEST

Author: R. W. Woodcock

Publisher: American Guidance Service, Inc., 1973

Range: K-12

Test Description: This is a criterion-referenced instrument, yielding scores in six areas: 1. letter identification, 2. word identification, 3. word attack, 4. word comprehension, 5. passage comprehension, and 6. total reading. Scores in these areas are derived for: 1. easy reading (96% mastery), 2. reading grade score (90% mastery), 3. failure reading level (75% mastery), 4. relative mastery of grade level. Both basal and ceiling criterion were used to determine the critical range of the test to be administered to each student, making it necessary to administer only items that are appropriate to the individual's level.

Administration Time: 20-30 minutes

Test Name: SPACHE DIAGNOSTIC READING SCALES

Author: George D. Spache

Publisher: CTB/McGraw//Hill, 1972, revision

Range: Grades 1-8; retarded readers grades 9-12

Test Description: This is an individually administered standardized test yielding scores in the following areas:

1. Oral reading
   - 1.1 word recognition
   - 1.2 institutional level
2. Silent reading
   - 2.1 independent level
   - 2.2 rate of silent reading (optional)
3. Auditory Comprehension
   - 3.1 potential level
4. Phonics
   - 4.1 consonant sounds
   - 4.2 vowel sounds
   - 4.3 consonant blends
   - 4.4 common syllables
   - 4.5 blends
   - 4.6 letter sounds

Administration Time: 20-30 minutes

Test Name: GILMORE ORAL READING TEST

Author: John V. Gilmore & Eunice C. Gilmore

Publisher: Harcourt, Brace, Jovanovich, Inc., 1968

Range: Grades 1-8

Test Description: This is an individually administered test of oral reading accuracy, comprehension, and rate. Performance ratings, stanines, percentile ranks, and grade norms are provided for accuracy and comprehension. Rates are measured as slow, average, and fast. There are ten paragraphs for each form that develop a continuous story about episodes in a family. A picture of the characters is introduced first in each form. There are five comprehension questions for each paragraph. The subject is asked to read and answer the questions orally. The Buros review points out that the Comprehension section includes a limited number of questions asking for judgments and inferences. The appropriateness of testing comprehension of passages that the individual is asked to read orally is questioned, as in the method whereby the test authors increase difficulty level merely by increasing the number of words per paragraph. Failure appears to result from inability to remember more facts over a longer period of time, not because of increasing difficulty of comprehension. Also, the test for reading rate is seen as redundant in that it correlates significantly with the accuracy score.

Administration Time: 15-20 minutes

Test Name: SPECIFIC LANGUAGE DISABILITY TEST

Author: Neva Malcomesius

Publisher: Educational Publishing Service, Inc., 1968

Range: Grades 6-8 with "average-to-high IQ"

Test Description: This test is an upward extension of the *Slingerland Screening Test for Identifying Children with Specific Language Disability*. It can be individually or group administered and yields scores for ten areas:

1. Visual copying far point
2. Visul copying near point
3. Visual Discrimination
4. Visual perception memory for words
5. Visual perception memory in association with kinesthetic memory
6. Auditory discrimination
7. Auditory perception and recall
8. Auditory-visual discrimination
9. Comprehension
10. Spelling

No reliability or validity data are provided, and criteria for scoring are not empirically established.

Administration Time: 20 minutes

MATH

Some secondary students manifest overall difficulty in many areas of mathematical functioning. Where this is the case, a general disability underlying the overall poor performance is often indicated. Bartel (1975) discusses general factors which may contribute to math difficulty including perceptual disturbances, ineffective instruction, difficulties in memory, reading, and symbolic thinking. Other students may have gaps in their basic computational skills which inhibit their succussful performance in algebra, geometry, and trigonometry courses. Many students seen by resource specialists also lack a conceptual understanding of mileage units, distance, rate, and other applied math components which underlie the ability to succeed in advanced high school science courses. The majority of resource specialists responding to our CRRC survey indicated that they spend most of their direct instructional time working with students on computational proficiency and applied mathematics including areas of: (1) basic operations, (2) measurement, (3) consumer mathematics, (4) functions and graphs, (5) logical thinking and problem solving.

Tests

Standardized tests of mathematics included those that: (1) test for overall level of arithmetic functioning, and (2) those that assess specific areas of strength and weakness. Once a general level of mathematical functioning has been determined, criterion referenced measurements for diagnosing specific areas of competence can be used, such as the *Key Math Test* and *SRA Arithmetic Index*. Resource specialists can also select sample problems to represent specific areas of diagnostic concern. One resource specialist reports designing a number of problems around a Sambo's menu and a $1.75 budget, i.e., (1) how many different meals can you purchase with $1.75, (2) How many milkshakes can you buy?, (3) What percentage of the bill goes for a tip?

The resource specialist should also engage the student in structured or unstructured interviews to assess motivation and attitudes toward math.

Clinical Mathematics Interview

Cawley (1976), in reviewing math curricula for secondary learning disabled students, emphatically points to the lack of substantive research into the diagnostic-remedial math process. He criticizes diagnostic procedures that use the reading and writing mode exclusively and ignore other processes in math instruction such as manipulation and pictorial representations. Cawley calls for broader diagnostic strategies that tap alternative learner characteristics. One such strategy is the *Clinical Mathematics Interview* (CMI). The CMI is a process whereby content, mode and algorithm are integrated. Content is the curriculum; mode(s) are the interactions through which instruction takes place; algorithm is the rule by which the learner attempts to solve the tasks. The CMI is administered by having the student complete the relevant test for a specific area of computation (e.g., 2-digit divisors into 3-digit dividends). The responses are then sorted into correct and incorrect sets and the student is asked to explain verbally how he did each problem; this is the algorithm search. The third step involves having the student apply the skill in various interactive combinations, i.e., through (1) manipulating two or three dimensional materials, (2) identifying the correct answer from multiple choices (3) orally stating a solution, or (4) graphically representing the answer (solving word problems, numeric representations). A module illustrating remedial efforts which parallel the CMI can be obtained from A.M. Fitzmaurice, U-7 University of Connecticut, Storrs, Connecticut 06268.

The resource specialist can use the method of error analysis and algorithm search on a student's classwork. The analysis should be logged over a short period of time and with a variety of assignments to insure reliabilty. The types of errors (e.g., regroups incorrectly, splits multipliers) can then be translated into lessons that begin with areas of competence and build up to areas in need of improvement.

Test Name: KEY MATH DIAGNOSTIC ARITHMETIC TEST

Authors: Austin Connolly, William, Hachtman, and E. Milo Pritchett

Publisher: American Guidance Service, Inc., 1972

Range: Preschool - Grade 8

Test Description: This is an individually administered, norm-referenced test, yielding scores in the following areas:

1. Content
    - 1.1 numeration
    - 1.2 fractions
    - 1.3 geometry
    - 1.4 symbols
2. Operations
    - 2.1 addition
    - 2.2 subtraction
    - 2.3 multiplication
    - 2.4 mental computation
    - 2.5 numerical reasoning
3. Applications
    - 3.1 word problems
    - 3.2 missing elements
    - 3.3 money
    - 3.4 measurement
    - 3.5 time

The *Key Math* provides a diagnostic assessment of arithmetic skills and is viewed as particularly helpful with individuals who have learning problems. With the exception of written computation items in the four operations, the student is not required to read. Each item is presented orally with the necessary visual information presented on cards.

Administration Time: 30 minutes

Test Name: SRA ARITHMETIC INDEX

Publisher: Science Research Associates, Inc., 1968

Range: 14 years and over

Test Description: The test was designed to assess computational abilities for persons with poor educational backgrounds, applying for entry-level jobs or training programs. Poor educational background refers to individuals whose basic skills are often too low to be evaluated by other abailable tests. Items at each level progress with mean difficulty.

Areas Tested: Addition and subtraction of whole numbers
2. Multiplication and division
3. Fractions
4. Decimals and percentages

For scoring each level there is a critical score which corresponds to 80% correct, which is at least 50% of the items in addition to what might be expected to be correct by chance. The score represents the highest developmental level passed. The authors attempted to maximize internal consistency within each skill level and minimize overlap between levels by selecting items from larger pools.

Administration Time: 30 minutes

SPELLING

Students can rarely spell better than they can read, and many learning handicapped adolescents lag far below their reading comprehension level in spelling. As Sabatino (1975) states, "It is not so much that one should stress attainment of a particular grade level in spelling, but rather teachers should insure that students have sufficient capacity to express their ideas up to their level of reading comprehension." The short spelling subtests on the *Durrell-Analysis of Reading Difficulty* and the *Wide Range Achievement Test* are both helpful guides to approximate grade placement. Other spelling subtests on standardized achievement tests (e.g., *Stanford* and *Metropolitan*) do not include an actual written component, but rather evaluate a student's ability to spell by identifying misspelled words. Many students may be able to identify a word as being incorrectly spelled, but are unable to correctly spell it themselves. An analysis and categorizing of the spelling errors on written assignments is a useful approach. Edington (1967) provides a sample of types of errors that exist in spelling:

- addition of unneeded letters (for example, dressses)
- omission of needed letters (hom for home)
- reflections of mispronunciations (pin for pen)
- reflections of dialectical speech patterns (Cuber for Cuba)
- reversals of whole words (eno for one)
- reversals of consonant order (back for black)
- reversals of consonant or vowel directionality (brithday for birthday)
- reversals of syllables (telho for hotel)
- wrong associations of a sound with a given set of letters, such as u has been learned as ou in you
- "neographisms" or letters put in a word which bear no discernible relationship with the word dictated
- Phonetic spelling of non-phonetic words or parts there of (cawt for caught)

One resource specialist has students fill out a job application blank and analyzes spelling from there. Locally developed criterion-referenced instruments are also appropriate; word lists can be drawn directly from graded word lists in formal and informal grading inventories. "Demon" words and "survival" words can also be the basis for composing spelling tests.

Work Habits/Study Skills

Many students have difficulty in high school due to poor study skills. The resource specialist, by teaching effective study skills, can magnify the impact of an instructional program. An assessment of study skills can be derived from systematic observation, noting the following types of abilities:

- able to organize materials
- able to scan material to find useful facts
- can take notes (outline, condense material)
- prepares for tests
- keeps up with assignments
- knows how to use library reference material
- knows how to use dictionary
- able to pace self; allows enough time to complete work
- able to prioritize activities

HEALTH STATUS

A student may manifest symptoms which appear to the observer as evidence of a handicapping condition deserving special education intervention, when, in fact, the youngster is suffering from a medical problem that can be remediated by medical intervention. If there is a suspicion that the symptoms observed from other assessment data can be explained in terms of medical or developmental conditions, medical specialists should be consulted.

Parents must be involved in providing access to medical and or developmental data and only personnel with the proper training and certification are allowed to make medical judgements.

CULTURAL/LANGUAGE FACTORS

Cultural pluralism is a view which holds cultural and linguistic differences to be positive societal assets. Neither ethnic separatism nor complete assimilation into the Anglocentric core culture are held as ultimate goals. Rather, cultural pluralism affirms an understanding and appreciation of minority differences. Ethnic and socio-economic differences are aften reflected in unique value systems, expectations, child-rearing practices, family structure, language experiences, cognitive, perceptual and personality traits. The notion that all minority group youngsters solely by definition have experienced socialization patterns different from those reflected in the schools may be unwarranted and prejudicial. Nevertheless, potential differences must be recognized and a determination made on the identification, assessment, and instructional planning process.

The assumption underlying norm-referenced tests is that the individual being tested has been exposed to comparable acculturation patterns as those in the standardization sample. To the extent that a student's background is significantly different, the test is said to be biased, and test results cannot be automatically interpreted with confidence. In all assessment procedures, bias shows up in those factors which are extraneous to the measurement which limit or modify an individual's response and thereby fail to elicit actual abilities and underlying competence. Mode of presentation, factual and value content, and language, are often extraneous factors which interfere with getting an accurate assessment. Language is most often used as a medium for conducting an assessment, rather than being directly assessed. Unless the purpose in assessment is to specifically measure proficiency in the English language, interference must be minimized by identifying a student's language competencies and conducting the assessment in the student's primary language.

Student's Primary Language

The *Lau vs Nichols* ruling states that schools must provide instruction in the student's primary or home language until such time as the student can fully benefit from instruction in English. A student's primary or home language is other than English if it meets at least one of the following descriptions:

a. The student's first acquired language is other than English.
b. The language most often spoken by the student is other than English.
c. The language most often spoken in the student's home is other than English, regardless of the language spoken by the student.

According to the Lau task force, in order to make the aforementioned assessments, the district must, at a minimum, determine the language most often spoken in the student's home regardless of the language spoken by the student in the social setting (by observation).

In the event that the language determinations conflict (e.g., student speaks Spanish at home, but English with classmates at lunch), an additional method must be employed by the district to make such a determination. For example, a test of language dominance may be applied as a third criterion. In other words, the majority of criteria will cross-validate (yield the same language).

The resource specialist should be able to obtain information regarding a student's primary language from the bilingual program at a school. If this information is not available, a determination of the primary language will have to be made before conducting assessment for the pupil study. A speech language specialist or community liaison professional may be able to gather this information. Should the student's primary language be other than standard English, the implications for assessment are as follows:

1. Assessments and interpretations must be made by persons who also possess language skills and sufficient awareness of cultural differences to permit them to effectively communicate instructions to the student and to understand verbal and nonverbal responses.
2. Minority group students must not be assigned to special education on the basis of criteria which essentially measure or evaluate English language skills. Other programs such as bilingual, English as a Second Language, or compensatory education should be considered as alternative placements.

Alternative Approaches

One way to minimize factors which are extraneous to the purpose of measurement is to be certain that all students have the prerequisite skills and abilities needed to make the response. Enabling behaviors are those prerequisites such as reading ability, computational skills, communication skills, experiences with content items, etc., which enable the student to make the response, but are not critical factors being measured. In order to obtain valid test results, differences which are extraneous to the purpose of the test must be controlled for or eliminated. There have been many technical proposals to control for bias in testing.

Some of the alternatives posed include: 1. use of local and pluralistic norms, 2. translating existing tests, 3. development of culture fair and culture specific tests, and 4. test re-standardization. For a review of these alternatives, the reader is referred to *Non-biased Assessment of Minority Group Children: With Bias Toward None*, available from:

Coordinating Office for Regional
Resource Centers (CORRC)
University of Kentucky
Lexington, Kentucky 40506

By and large, these alternatives have not proven to be satisfactory. Research continues, but the field cannot wait for the magic bias-free test(s). In general, the processes described under the comprehensive assessment model: defining assessment rationale, using multiple assessment procedures, emphasizing interview and criterion-referenced measurements, and involving parents on a multi-disciplinary team for decision-making, help to guarantee nondiscriminatory assessment practices. More specifically, ways to insure culturally/linguistically appropriate assessment include:

1. Familiarize student with testing procedure.
2. Make testing situation compatible with student's motivational style.
3. Those involved in assessment and instruction should be familiar enough with the student's cultural, social, and linguistic patterns to make judgments about the student's needs and abilities.
4. Any norm-referenced instrument should be examined carefully for appropriate norms and predictive validity to match original purpose in assessment (i.e., for some purposes, such as vocational counseling, students should know how they stand relative to those entering various occupations, regardless of ethnic background).
5. Multiple and criterion measures should be used to substantiate any diagnosis.
6. Where information gathered for the basic pupil study leaves questions as to a minority student's actual needs and abilities, a student's adaptive behavior should be measured.

Adaptive Behavior

Legal imperatives now attend the use of non-discriminatory evaluation to prevent misclassification and isolation of minority students in special education programs. Adaptive behavior measures are mandatory before a student may be classified as retarded. The use of adaptive behavior measures, although not mandatory, may be desirable for students in Resource Specialist Programs.

Adaptive behavior is the degree to which the individual is able to function and participate effectively as a responsible member of his family and community. A student may be street-wise, able to communicate effectively with his peers, handle family finances, and care for younger brothers and sisters. A student may manifest intelligent, adaptive, resourceful behavior in dealing with other social systems and environments. However, these abilities may not show up by looking at a student from the school perspective in isolation. An analysis of a student's socio-cultural differences and strengths can provide valuable insights for instructional planning.

To our knowledge there are currently no non-discriminatory adaptive behavior scales specifically designed for use with mildly handicapped adolescent populations. However, the categories in the school version of the *AAMD Adaptive Behavior Scale* give clues as to the sorts of areas to be tapped in a home interview. These categories are: Independent Functioning, Physical Development, Economic Activity, Language Development, Numbers and Time concept, Occupation Domestic, Occupation General, Self-Direction, Socialization, and Responsibilities.

In summary, culturally appropriate assessment practices are necessary to provide accurate and relevant information about two groups of students: 1. those inappropriately referred to special education, whose cultural and language differences should be addressed by multi-cultural school programs in regular education, and 2. those culturally and linguistically different students with exceptional needs. For this group of handicapped youth, alienation from socio-cultural roots is particularly damaging.

Test Name: LANGUAGE FACILITY TEST

Author: John T. Daily

Publisher: The Allington Corp., 1965

Range: 3 years to maturity

Test Description: This test measures language facility which is independent of vocabulary pronunciation and grammar. In effect, it gives a measure of how well a person can use the language or dialect to which he has been exposed in either his home environment or school. The test obtains a sample of speech in ten minutes or less by means of having the child tell stories about or describe a series of 12 pictures. Responses to each picture are assigned scores on a nine-point scale according to detailed scoring.

Administration Time: About 10 minutes

Test Name: HOME BILINGUAL USAGE ESTIMATE

Author: R. V. Skoczylas

Publisher: R. V. Skoczylas, 1971

Range: Any age

Test Description: The purpose of this test is to classify a child as either English monolingual, English dominant, apparent bilingual, Spanish dominant or Spanish monolingual by measuring language usage in the home. The interview consists of four parts, each used to determine the degree of English and/or Spanish spoken in various home situations. The first three parts are interpreted as "listening opportunities" for the subject. Part 1 records the language spoken by the mother to the father, father to mother, and between siblings. Part 2 lists all children in the family (except the subject) along with their ages and sex. The adult being interviewed then is asked which language(s) both parents use with each child. Part 3 determines which language is spoken to the subject by various family members and playmates. Part 4 indicates the language spoken by the subject, by the subject to parents, other family members and peers.

Administration Time: 6 minutes

CAREER INTEREST AND APTITUDE

Samuel Osipow (1973) in speaking about the career development process, notes several points which have particular relevance to the career assessment and planning process for handicapped adolescents. The tremendous emphasis given to productive labor and occupations within our society often causes anxiety in making career decisions. Abilities seem to play a more important role in career placement than career interests. Any long-term involvement in a career is usually based on the individual's ability, although a person's interests may provide initial guidance. Finally, the idea that a person's talents match with only one occupation is outdated and inaccurate. Students served by the Resource Specialist Program generally need support in exploring career options, developing social and pre-vocational competencies, relating personal aptitudes and interests to realistic job choices, developing entry-level employability skills and integrating basic academic skills into functional literacy. The reader is referred to Chapter IV for a description of effective career education programs for learning handicapped students and liaison points between special education and vocational education programs.

Sabatino (1975) stresses that any comprehensive career assessment must include measures of academic achievement and attitude as well as vocational interests and aptitudes. A student's level of social maturity and responsibility, self-perceptions as a consumer and learner, and effectiveness in structuring leisure time are also considerations in measuring career aptitudes. Vocational tests, although providing structured means of observing selected behavior, can be highly contaminated by cultural variables, previous experiences, and the presence or absence of social, academic, and work-related success. Formal test results should be, as in all good assessment practices, weighed against informal measures and observations in a naturalistic setting.

Career Interests

There are several paper and pencil interest inventories designed for use with learning handicapped adolescents-inventories which minimize reading requirements and use pictures of occupational activities as stimuli for measuring degree of interest (e.g., however, vocational interests seem to change rapidly with adolescents, and interest inventories generally are not reliable over one month). Furthermore, students who do not have an experiential acquaintance with different vocations will be specifying interests on these inventories which may not be based on realistic information. A more desirable approach to assessing career interest is by presenting students with actual or simulated job situations-allowing the student to get up to his elbows in car grease before pronouncing an interest in further exploration of auto mechanics.

Some sources for informal assessment of career interests include arranging job exploration sessions on campus with the vocational teachers or having the work experience coordinator arrange visitations to selected businesses and industries in the community. After students have had an opportunity to see first-hand what the various job settings are like, they will be in a better position to pursue their areas of interest. The resource specialist can follow-up on such exploration sessions by directing students to: *1. rank their interests, 2. describe job requirements, 3. describe first steps for preparing to enter various career areas, 4. compare their present abilities against the reality of job requirements, and 5. describe what they think they'd like most/least about being a (welder)?*

Some district career centers have work sampling units such as the *Singer-Graflex* system which simulates career clusters through audio-visual presentations and then actually allows students to run through a trial skill application after a brief instructional process. The resource specialist can follow-up on these experiences with questions designed to probe areas of interest. Project Worker, a career education project for special educaton students, uses the *Self Appraisal Assessment Structure* (SAAS) as a stimulus for realistic vocational exploration. The SAAS represents a self assessment process carried out by means of a series of self-rating scales. There are eight scales related to vocational fields and four scales related to academic abilities. Each scale consists of paragraphs describing varying degrees of competence; the student chooses the paragraph that best describes the level at which s/he feels s/he is functioning. In addition to these scales, there are eight brief interest scales. After the student completes the self-rating, s/he is asked a series of questions to think back over his/her developmental history and produce some evidence that s/he, in fact, does have abilities in those fields. Unrealistic self-images can then be dealt with in behavioral counseling. The SAAS and other sample aptitude and interest testing instruments are included in the publication *Project Worker: Teachers Manual for a Course in Career Decision-Making for Special Education.* Copies can be obtained from:

Project Worker
Fullerton Union High School District
Education Center
Exceptional Pupil Services
2600 East Westwood Avenue, 10th Floor
Fullerton, CA 92631

Career Aptitude

There are several paper and pencil aptitude batteries appropriate for use with handicapped adolescent *(e.g. Non-reading Aptitude Test Battery).* But just as hands-on experience is a more valid means of assessing career interest than paper and pencil tests, the same holds true for measuring general employability skills and specific vocational aptitides.

By observing an individual on real or simulated work tasks and within a group rather than an individual setting, the evaluator can assess the following sorts of behaviors:

a. getting along with co-workers
b. being punctual
c. following oral and written directions
d. finishing work within reasonable time
e. demonstrating honesty

The Career Training Center in Kern High School District has set up a bookbinding center where students spend one to two weeks for the purpose of demonstrating the above sorts of behaviors. A resource specialist might conceivably set up a similar task center with the assistance of the guidance and vocational departments for assessing students' general employability skills. An excellent resource for classroom and work site assessment activities in the areas of personal/social, physical fitness, safety, mathematics, communication and technological competencies is the *Vocational Education for the Handicapped Curriculum Guide*. Copies can be obtained by writing to:

Career Training Center
Kern High School District
610 Ansol Lane
Bakersfield, CA 93306

Another very helpful guideline for measuring social skills, performance quality and quantity in a work training program is presented in *Methods to Facilitate Behavioral Change in a Vocational Training Program*. Copies of this manual can be obtained writing to:

Columbus Community Center
2530 South 5th East
Salt Lake City, Utah 84106

The authors of this manual stress that it is essential to deal with social skills in working with handicapped individuals in order to adequately prepare them for competitive job placement; behavioral deficits and excesses are major contributing factors to job success or failure.

Work Sampling Systems

Some resource specialists may have access to evaluation data from some of the commercially available work sample batteries (JEVS, Singer-Graflex, VALPAR, TOWER) available through district career evaluation/training centers. Specialized work evaluations may, in some cases, be contracted through the Educational Assessment Service or Department of Rehabilitation.

A work sample is a close simulation of an industrial task, a business operation, or an occupational area. It can be as simple as stamping envelopes or as complex as operating a keypunch machine and may take from fifteen minutes to five hours to complete. Work samples emphasize performance rather than verbal skills and provide practical hands-on experience in a number of occupations. However, work samples are fairly expensive to purchase and maintain. As an alternative, the Special Education and Guidance Departments might consider developing a work sampling system utilizing available equipment from vocational classes.

Test Name: SOCIAL AND PREVOCATIONAL INFORMATION BATTERY

Authors: A.S. Halpern, P. Raffeld, L. Irving, and R. Link

Publisher: Research and Training Center in Mental Retardation, University of Oregon

Range: Junior and Senior high school EMR students

Test Description: The battery consists of nine tests measuring short-term goals of work study programs:

1. Employability
    - job search skills
    - job related behavior
2. Economic Self-Sufficiency
    - banking
    - budgeting
    - purchasing
3. Family Living
    - home management
    - physical health care
4. Personal Habits
    - hygiene and grooming
5. Communication
    - functional signs

The test is administered orally to eliminate reading ability as a determinant to performance. The response mode involves either placing a mark beside a pictorial representation or indicating whether an item is true or false. The battery is easy to score and may be administered to small groups. The high correlations between the tests allows for a meaningful interpretation of the total score as an indicator of the general knowledge level for social and prevocational competencies.

Administration Time: 15-30 minutes per test

Test Name: GENERAL APTITUDE TEST BATTERY (GATB)

Publisher: United States Government Printing Office, 1973, rev.

Range: Ages 16 and above

Test Description: The GATB provides an assessment of vocational capabilities, used to provide assistance in counseling for occupational programs, job selection, and job placement.
Scores are yielded in nine areas:

1. Intelligence
2. Verbal
3. Numerical
4. Spatial
5. Form perception
6. Clerical perception
7. Motor Coordination
8. Finger dexterity
9. Manual dexterity

This test was not designed specifically for exceptional students and may require adaptation.

Administration Time: 1 - 1½ hours

Test Name: NONREADING APTITUDE TEST BATTERY (NATB)

Publisher: Office of Information, Publication and Reports, United States Department of Labor

Test Description: The NATB is designed to test persons who do poorly on standard vocational tests because of reading difficulty. Test instruction and test questions are read by the test administrator. The same nine areas tapped by the GATB are measured on the NATB. Other sources for information regarding career assessment and planning are:

1. Department of Rehabilitation and Manpower Services
   Materials Development Center
   School of Education
   University of Wisconsin - Stout
   Menomonie, Wisconsin 54751

This center collects and dispenses information regarding work evaluation. Depending on the nature of your agency, you can be found eligible to receive, on loan, any of their materials free of cost.

2. The Center for Vocational and Technical Education
   Ohio State University
   1960 Kenny Road
   Columbus, Ohio 43210

3. *Vocational Assessment Systems: Application in Programs Serving Special Needs Populations.* Arlington, VA: ERIC Document Reproduction Service, ED 106 654, October, 1973

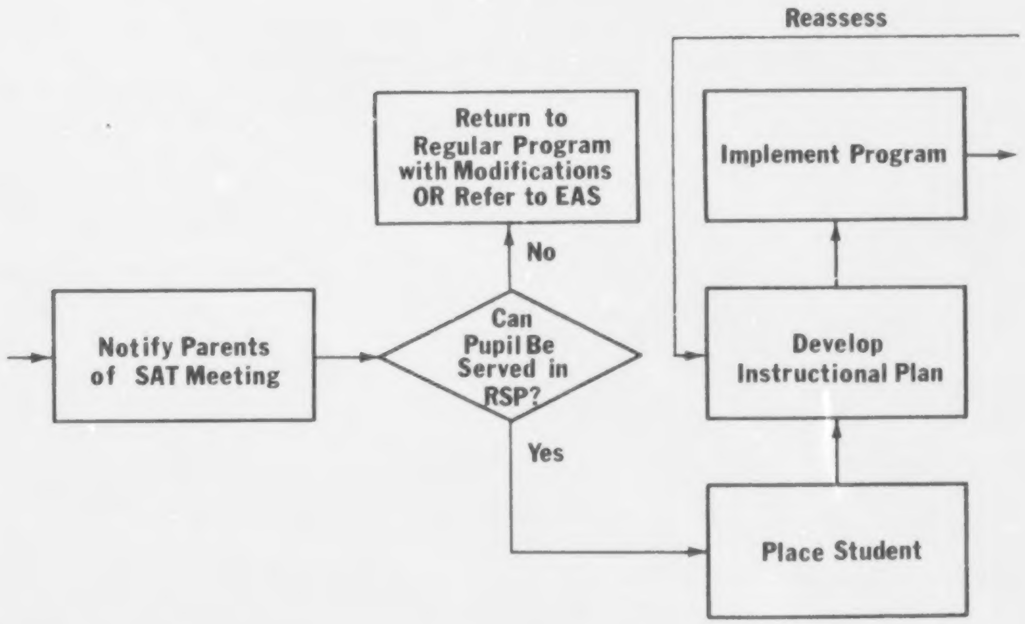
A two-day workshop in Council Bluffs, Iowa, organized by the Special Needs Section, Iowa Department of Public Instruction, reviewed commercial vocational assessment systems for possible inclusion in educational programs in secondary public schools, area vocational and community colleges, and correctional institutions. The document consists of compilations of workshop presentations as well as supplementary information on the Wide Range Achievement Test, APEX (American Paper Exporters Assocation), and Talent Assessment Programs. Four presentations were related to the Singer Graflex System and its uses for career exploration as well as for mentally retarded and correctional programs. Two presentations covered JEVS (Jewish Employment and Vocational Service, Philadelphia) work sample battery and its implications for community colleges. One described the Tower (Institute for Crippled and Disabled, New York) System of vocational evaluation, while another provided a JEVS/Singer Graflex/Tower comparison. A concluding section by the Chief, Special Needs Section, provides observations and implications. The workshops indicated no specific vocational assessment system provides total comprehensive evaluation; each system has its strengths and weaknesses. Tool handling success is dependent upon evaluator skill with clients. Likewise, various assessment systems have different implications with special needs groups. (Descriptive information is accurate as of March, 1973).

4. Lake, Thomas P., Ed.
   Career Education: Exemplary Programs for the Handicapped. Arlington, VA: ERIC Document Reproduction Service, ED 101 489, 1974

The publication contains reports of six career education programs for handicapped adolescent and young adults. Described is the Career Development Center, an alternative high school program in Syosset, New York, which offers academic and vocational learning opportunities to students (15 to 21 years old) who have difficulty adjusting to public schools. Examined is a mobile van program in which the employment potentials of tenth grade special education students in Baltimore, Maryland, are assessed by means of psychometric tests, work samples, and observation of work behavior. Also noted is Project SERVE in St. Paul, Minnesota, in which approximately 437 educable mentally handicapped students (grades 10-12) spend half of each day either at the school or in community-based job training programs. Project Worker of Fullerton, California, is characerized as a program in which teenaged job seekers learn to locate jobs and interview, develop job skills, and train in settings both on and off campus. The Technical Vocational Program for Deaf Students is reported to include a 12-week preparatory program designed to help postsecondary deaf eudents in social, vocational, and academic adjustment as well as courses in industrial, technical, business, distributive, health, and service areas. The Vocational Village of Portland, Oregon, is said to offer personalized career education to young persons (14 to 21 years old) who have dropped out of high school, been referred by penal institutions and the courts, or transferred from regular high schools due to physical, mental, or emotional problems.

Also Available From:
Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($5.75)

INSTRUCTIONAL PLANNING


Reassess
Return to Regular Program with Modifications OR Refer to EAS
Implement Program
No
Notify Parents of SAT Meeting
Can Pupil Be Served in RSP?
Develop Instructional Plan
Yes
Place Student

ASSESSMENT SUMMARY

When the pupil study has been completed, all the data needs to be collected, analyzed, and compared. Hypotheses about a student's abilities and needs should be cross-validated and substantiated from all possible sources - testing, observation and interview. Many formats have been developed by school districts for use in summarizing assessment information. These summaries typically involve a diagnostic profile, a statement of student needs, and a prioritization of these needs. The issue of prioritizing a student's needs at the secondary level becomes complex since there is a dichotomy between keeping the student up with the regular subjects in the mainstream or focusing on remediating basic skills. Priorities have to be set with the realistic knowledge that all objectives for every student simply cannot be met. For the most part, basic skills remediation with the secondary youngster will have to focus on content area requirements and the student's relevant interest areas. Remedial efforts at the secondary level should place more effort on improving self concepts and handling the anxiety that has resulted from repeated failure, rather than a total concentration on remediating academic failure. Realistically, the student has been in school for quite a number of years and there isn't much time left to emphasize deficit remediation. The instructional planning process must look ahead to what the student will be doing after graduation. It is certain that a student will not be able to join the work force and find personal fulfillment on the basis of what s/he cannot do. Many resource specialists at the CRRC conference indicated that they strive to maintain a balance between remediating areas of need and capitalizing on a student's strengths through providing compensatory support to the regular classroom and providing corrective tutorial assistance to the student in basic skills. In short, prioritizing needs is a complex, individualized process entailing clinical judgment testing, diagnostic teaching, observation, and discussion with parents, teachers, and students. Once the student's needs have been defined and prioritized, an SAT meeting is called to make a placement decision and develop and or approve an individualized instructional plan.

Guidelines to Writing Instructional Plans

The written Instructional Plan is designed to be the end product of the SAT assessment process. This plan should reflect the most urgent needs of each student, and should be easily translatable into specific daily learning tasks to meet these needs. This plan should be written or approved at the SAT meeting by all those professionals concerned with meeting the student's educational needs. The parents also have a role in approval of this plan. Thus, accountability for meeting the needs of each student rests jointly with the home and the school.

In order to provide a program relevant to the needs of each student, the Instructional Plan must contain behavioral objectives that are specific, student-oriented, measurable, and easily interpreted by the teacher. The priority of needs, as determined by the assessment, should be utilized in writing these objectives.

As a product of the initial assessment, the SAT should have answers to "What can the student do?" and "What does the student need to learn next?" As educators, we are usually more interested in the characteristics of the products or actions that permit us to infer the type of mental activity that produced them than we are in the actual form of behavior itself. But since the only way we can be sure of what happens inside people's heads or hearts is to look at what they do, we emphasize the observable actions. We do not see a student analyze a poem; we see or hear a report of that analysis. Objective evidence in behavioral terms is required to determine whether a person has thought or felt a particular way. If instructors were not concerned with making changes in students, they would not have to bother looking at behavior - but they do have that responsibility. The Instructional Plan is designed to facilitate meeting that responsibility.

Each district has developed different forms for recording instructional plans; some are more detailed than others. However, all plans require that behavioral objectives and objective criteria for evaluating student progress be included.

Any type of teaching implies that an end result will be obtained. If this end result is specific, it is much easier for the teacher to design sequential and logical tasks to get there.

Following are guidelines as to the critical information which should be included in any well written objective. An easy way to remember these components is to think of the world "MOTHER".

WHAT — M - measurable behavior
WHAT — O - observable behavior
WHEN — T - time-referenced
WHO — H - him/her
HOW — E - evaluation criteria
HOW — R - restrictions (conditions)

WHO

Who is to be doing the learning? Objectives for the purpose of these Instructional Plans should be student rather than teacher oriented, indicating what the learner is to do or know, rather than what the teacher is to teach. Since the student's name is entered at the top of the plan, it will be assumed that all objectives are written for that student.

WHAT

Performance objectives must specify the time frame within which learning will occur. In most cases, objectives should be broad enough to encompass a nine-month period (school year) and subject to review at the end of this period. However, in some instances, objectives may reflect a shorter or longer timeline and must be so stated. When students enter special education mid-year, their plans should be specified to correspond to the annual review period (check with your district office for this timeline). The reader is referred to Section 5, page 40 and page 92 for a definition of when the SAT and EAS is responsible for evaluating individual progress and submitting completed instructional plans.

* For a sample list of performance verbs, see Section 10.3 (Domain of Objectives).

WHEN

This is the specific observable behavior the student will be performing as a result of instruction and should be stated in action terms so that a measurement of that performance can be easily taken.

EXAMPLES:

- *will write a complete letter or application for a job*
- *will complete a bar graph*
- *will correctly match the shapes*
- *will volunteer in class discussions*

HOW

The specific performance conditions under which the behavior will occur—the givens, the limitations or restrictions under which the student is expected to demonstrate the terminal behavior. In addition, the 'how' of an instructional objective should specify the specific criteria that will be used to measure student success.

EXAMPLES: Conditions
- when presented with a typed list
- with the use of class notes
- given a series of puzzles
- within a small group setting

EXAMPLES: Criteria
- 80 / of the verbs in a 200-word passage
- a minimum of nine out of ten problems
- with an average of 85 / accuracy over 10 trials during a two-week period of evaluation
- nine out of the ten identical pairs recognized within three minutes of presentation

Success criteria for objectives may vary widely depending on the individual student and skill area. However, "minimal mastery" should be held as a performance standard for all objectives such that a student can perform the desired behavior successfully and with enough consistency to have "won the game."

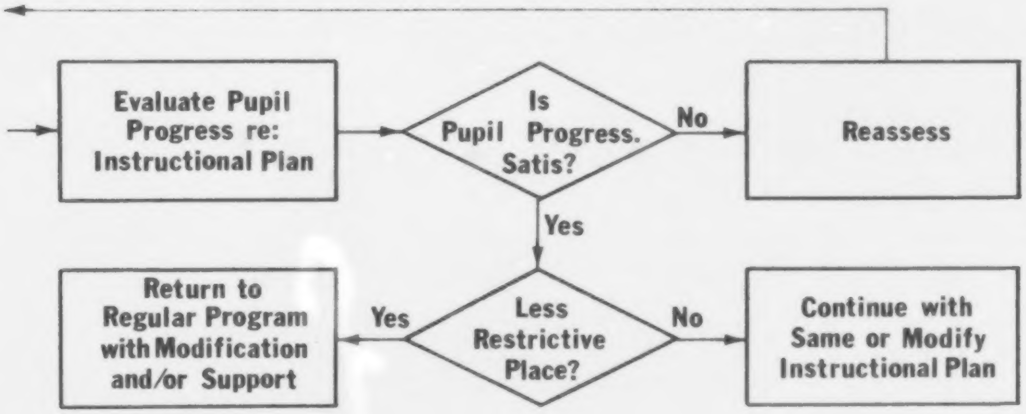
SUGGESTIONS FOR INSTRUCTIONAL PLANNING:

1. Concentrate at first on needs of highest priority to increase the likelihood of implementation of the plan.
2. Involve the instructor(s) who will be implementing the plan as well as the student and parents (as much as possible) in designing the plan.
3. Design objectives that are appropriate to the teacher and classroom where the plan will be implemented.

4. Base objectives on the student's major strengths and learning preferences.
5. Try to gauge objectives that are developmentally and functionally appropriate. In order to promote success, select objectives that build on and challenge, but do not far exceed the student's current functional level.
6. Be careful not to be satisfied with less important objectives just because measuring devices are not available or because certain behaviors are easy to specify. If a complex learning operation is important, task analyze it into its component parts and develop standards to assess the level of mastery for each part.
7. Attempt to specify objectives that are essential to the student's functioning in least restrictive environments.
8. Avoid focusing on fragmented splinter skills where integrated skills can be specified.
9. To insure generalization of a given pattern of behaviors or set of skills, often a focus on horizontal growth or the selection and structuring of objectives to promote expansion of new learning to a variety of situations, materials, cues, etc., may be desirable before attempting to move upward in a developmental sequence.
10. Specify objectives that can be easily translated into sequential learning activities. Only terminal objectives are reported on the Instructional Plan; however, it is important that these be meaningful references for daily teaching strategies and materials which will lead to accomplishment of the final objectives.

The reader is referred to Chapter IV for a representative sampling of behavioral objectives relevant to the secondary level.

EVALUATION


Evaluate Pupil Progress re: Instructional Plan
Is Pupil Progress. Satis?
No
Reassess
Yes
Return to Regular Program with Modification and/or Support
Yes
Less Restrictive Place?
No
Continue with Same or Modify Instructional Plan

EVALUATION

At the end of the instructional period, an evaluation should be completed for each objective. The success criteria for measuring student attainment have already been specified in the behavioral objective. The specific instruments used to measure progress and the actual outcomes of the evaluation are to be recorded on the instructional plan. To reduce the impact of potential measurement errors in any evaluation procedure, multiple measurements should be used wherever possible to determine progress toward a given objective. Statistical artifacts (regression toward the mean, low test-retest reliability, variability of standard deviation) may account for a student's meeting the criterion accidentally" or failing to meet it when he/she should have. Structured observation and skill application in naturalistic settings can be used to sort out real gain by pupils as opposed to contamination by the evaluation data. Evaluating progress over a period of time provides a more accurate picture of what the student can truly do than does a "one-shot" assessment. One evaluation design calls for an eight week instructional period followed by two weeks of evaluating the student applying the newly acquired skills. Although continual progress checks and adjustments or revisions in the program will have been made throughout the instructional period, summary measurement and reporting of an individual student's performance in relation to his/her established criteria is made at the end of the time frame specified in the original objective.

Example:

Given a series of five reading passages at the 6.0 grade level, Maria was able to recall details and sequence events with 80% accuracy.

As a result of the evaluation, objectives my be (1) recycled, (b) modified or (c) developed in new domains. If, at the time of evaluation, the student is not making satisfactory progress, a more in-depth assessment may be required. Likewise, consistent attainment of objectives should signal consideration for movement to least restrictive settings.

The instructional plan is only a blueprint for instruction; this plan must be actualized through meaningful classroom activities and modified as needed to reflect feedback from student and teachers. The instructional planning process should be conceived of as a dynamic on-going process and as the shared responsibility of all SAT members.

Curriculum Approaches

Mary Male

Chapter IV

Curriculum for high school handicapped learners has entered a new age. At last, a greater quantity and quality of commercial materials are available. There are more options than ever before for the secondary resource specialist to consider when planning individual educational programs. For many years, the prime focus of the resource room was the elementary age learner. Increasing numbers of secondary age handicapped learners plus innovative and creative secondary resource specialists are changing this focus and providing more flexible programs, either to enable success in the regular classroom or to add meaningful experiences and skills through the Resource Specialist Programs.

The secondary school curriculum has proved to be less and less meaningful for normal secondary learners. For handicapped learners the number and variation of learning environments and lack of individualization within those environments compound the problem of relevance which affects all secondary learners. In response to these problems, the secondary resource specialist has developed various approaches to meeting the needs of handicapped learners. One approach is to help handicapped learners survive in their regular classes by identifying problem areas (textbook reading level too high, more concrete experiences needed, more drill and practice on each skill needed before advancing to next skill) and adapting the curriculum or instructional material to meet the learner's needs. Another approach focuses on increasing competency in the basic skills (math, reading, communication). For students whose learning problems have really been caused by poor teaching in the past, this approach may allow the learner to eliminate skill deficits and join regular classes without further services.

Other resource specialists focus on survival skills and approach each curriculum area as it relates to experiences the learner will face upon leaving school. This approach is based on a realistic appraisal of the learner's priorities and an awareness that getting through regular classes or hammering away on basic skills may not be most important.

The emphasis may focus on vocational education. Some learners may be most successful in using skills to develop a trade, rather than academic competence. The resource specialist can facilitate access to regular vocational education classes or other vocational training opportunities in the community. (See Chapter II for more detailed information on communication links with vocational education.)

A broader career education approach encompasses more than training for a specific trade; career and lifestyle experiences can help the learner prepare for lifetime decision making. Project Price, a BEH special project at the University of Missouri, defines career education as "all of education systematically coordinating all school, family, and components together to facilitate each individual's potential for economic, social, and personal fulfillment." See Program Profile, Appendix B, for information on obtaining materials from this project.

Many times each of these approaches is appropriate with different learners, but secondary Resource Specialist Programs, in general, tend towards one approach or philosophy. Experimenting with different approaches will help the resource specialist determine which approach is best for her and for each of her students.

Adapting Curriculum

In a consulting role, the secondary resource specialist can be invaluable in helping regular teachers modify curriculum for individuals with exceptional needs. One resource specialist received a disproportionate number of referrals from the history teachers and decided that working with individual learners was not an appropriate use of her time, since low reading level seemed to be the major difficulty of all 18 learners. Instead, she began a process of adapting the history curriculum which has since led into similar adaptations for driver education and English and is equally appropriate for any curriculum area.

The first step was determining the readability level of the textbooks and any other materials used as well as assessing each learner's reading ability (instructional and potential levels).

The second step was to do classroom observations and interviews with the history teachers to see:

1. what methods of presenting this material were used,
2. how the learner was expected to respond,
3. what points in the history course must be covered in order for students to receive credit.

The third step: a search of history materials appropriate for high school learners with limited reading skills was done, and these materials, which included texts, puzzles, self-paced kits, games, and tapes were compiled and divided into manageable units of content according to the needs and abilities of each learner and the main points of the curriculum determined by the history teachers.

The fourth step: supplementary materials and ideas were solicited from the history teachers, and their continued involvement in the project was encouraged.

The fifth step: alternative modes of receiving instruction and demonstrating achievement were initiated, based on observed learning styles and learner preference. These alternatives included listening to tapes instead of reading the text and responding orally to test questions instead of taking a written exam.

The sixth step: experiences to make history content more relevant were a planned part of the curriculum. Field trips occurred regularly and were used as reinforcers as well as learning opportunities. Simulations and individual projects were also included.

The seventh step: additional reinforcers and interests of the learners were sought and incorporated into the curriculum. The resource specialist, in this case, did much of the research, coordination, and some of the implementation, but now she has turned this highly successful history curriculum over to the history department for continuation.

The use of taped materials as a technique to adapt classroom curriculum has been used successfully by many secondary resource specialists. The resource specialists insure that textbooks are recorded by ordering them from the *State Clearinghouse, 1025 P. Street, Sacramento, CA 95814*, and enclosing a blank tape. Space is set aside in the school library, and students are scheduled in to use these tapes. Another source of tapes is *Recording for the Blind, 215 E. 58th Street, New York, N.Y. 10022*. This organization will send free tapes of materials the resource specialist can keep for a year. Their catalogue is available for $3.00.

In order to effectively adapt classroom texts, resource specialists must be able to determine the readability levels of these texts. A number of formulas can be used; directions are included in Appendix F (IV).

Teaching Basic Skills

Adapting the regular class curriculum may enable many handicapped learners to participate with little or no support from the resource specialist, but frequently these students require additional training in the basic skills of reading, math, and oral and written expression.

Reading

According to M.J. Weiss (Ad Hoc Committee on English Language Arts, 1960), a successful reading program at the secondary level includes:

1. individualization, which allows for differing backgrounds, abilities and interests.
2. flexibility of instructional setting along with availability of a wide range of reading materials of al kinds and on all subjects.
3. teaching word recognition, structural analysis and comprehension as a part of expanding the student's intellectual and emotional horizons.
4. the ability to transfer the instruction to any learning situation or class setting.
5. use of a team approach, including reading teacher, resource specialist, administration and regular faculty.
6. positive feedback to student.

Materials to teach reading skills to secondary handicapped learners have improved over the last few years. These materials are used to match or complement regular class curricula while teaching basic skills. Most of the emphasis is on obtaining meaning, conceptual and reasoning skills rather than on component reading skills (the old remedial reading lab techniques) (Brown, 1976).

Descriptions of commercially available programs and materials are included in Appendix E. Another source of support is the federally-funded Right-to-Read Program which offers a variety of instructional approaches and materials according to the high school being servied. Information about these programs is available through the

National Right-to-Read Office, Department of Health, Education and Welfare, Washington, D.C.

Approaches to teaching reading vary with each individual student, but some techniques or combinations of techniques which have proved successful include: Multi-sensory approach (Fernald VAKT); the Gillingham-Stillman alphabetic approach; taped activities; instruction based on modality preference; teacher-made games; rebus reading instruction and language experience approach. Changing the color of the background to black with words or numerals printed in white has helped some students. Glass decoding analysis has also been used. For more detailed information on these approaches, the following sources may be helpful.

Aukerman, R. *Reading in the secondary school classroom.* New York: McGraw-Hill, 1972.

Hammill, D. and Bartel, N. *Teaching children with learning and behavior problems.* Columbus, Ohio: Charles E. Merrill, 1975.

Allen, R. and Allen, C. *Language experience in reading.* Chicago: Encyclopedia Britannica Inc., 1970.

Fernald, G. *Remedial techniques in basic school subjects.* New York: McGraw-Hill, 1943.

Gillingham, A. and Stillman, B. *Remedial training for children with specific disability in reading, spelling and penmanship.* Cambridge, Massachusetts: Educators Publishing Service 1970.

Glass, G. *Teaching Decoding as Separate from Reading - Freeing Reading from Non-reading to the Advantage of Both.* Garden City, New York: Adelphi Univ. Press, 1975.

Woodcock, R. *Peabody rebus reading program.* Circle Pines, MN: American Guidance Service, 1967.

Haring, N. and Schiefelbusch, R. *Teaching special children.* New York: McGraw-Hill, 1976, 116-126.

The secondary resource specialist can provide leadership (along with the reading teacher, if available) in the teaching of reading in content areas by classroom teachers. Determining reading level of texts and developing vocabulary specific to the content area are both within the skills (and responsibility) of the classroom teacher, with the help from the resource specialist, if needed. Matching funds with subject area teachers for more learning materials will not only make money go farther and give students more learning options, but will increase cooperation from classroom teachers.

Mathematics

Since much of regular high school math is directed to the college-bound student, the only other alternative open to the handicapped learner who is weak in computational, reasoning, or problem-solving skills may be the "related" math classes. Even these classes may be inappropriate, and the secondary resource specialist often must provide an individualized math program in the resource room or for the classroom teacher.

A programmed math approach is often used, such as the Sullivan program or teacher-made worksheets, taking each skill in sequential steps. Lovitt (Haring & Schiefelbush, 1976) describes an individualized math system designed to increase rate and fluency using such worksheets and timings along with contingency management.

A new calculator, the Digitor, is a helpful tool in many classrooms. This calculator presents problems of a certain format, determined by the teacher, to which the student responds by punching the answer. The machine provides positive feedback along with the correct answer and then presents a new problem of similar format. This machine is expensive, but its usefulness is considered to outweigh the cost. The Digitor is available from Centurian Industries, Inc., Redwood City, CA 94063. Learners can also be trained in the use of regular calculators.

In addition to the descriptions of commercial resources listed in Appendix E, the following sources may be helpful in planning individual math programs for learners at the secondary level.

Haring, N. & Schiefelbusch, R. *Teaching special children.* New York: McGraw-Hill, 1976, 126-136.

Lovell, K. *The growth of understanding in mathematics.* New York: Holt, Rinehart & Winston, 1971.

Stern, C. *Structural arithmetic.* Boston: Houghton Mifflin, 1965.

Sullivan, M. *Programmed math: A sullivan associates program.* New York: McGraw-Hill Sullivan Press, Weslister Division, 1968.

Communication Skills

The following competencies have been identified as important outcomes for all secondary students in the area of communication (Ad Hoc Committee on the English Language Arts, 1960):

1. The student can speak with ease, accuracy and fluency.
2. The student can listen attentively and critically.
3. The student uses English appropriately (according to the situation) when speaking.
4. The student can write sentences, paragraphs, and stories or reports to express his throughts.
5. The student can write legibly.

These expectations place considerable pressure on the handicapped learner and the resource specialist, as well as the "normal" secondary learner.

Some descriptions of commercial materials which are used to teach basic skills in this area are included in Appendix E.

A spelling procedure used by one resource specialist has been very successful with her students. The procedure includes the following steps:

1. Words from student's daily work is used; the misspelled part of the words is outlined in red.

disappoint immediate until fierce knowledge

2. Student traces the word with his finger and spells subvocally.
3. Student covers up words from (1) and fills in blanks.

disap----t imm-d--te unit-- f--rce knowle---

4. Student covers up words from (1) and (3) and circles correct spelling.

dissappoint	disappoint	disappont
imediate	immedeate	immediate
until	untill	entil
feirce	ferce	fierce
knowledge	knowlege	knowlige

5. Student covers (1), (3), and (4) and writes from memory.

Individualized spelling and handwriting procedures which have been used at the Experimental Education Unit, University of Washington, are described by Lovitt in *Teaching Special Children* (Haring & Schiefelbusch, 1976).

The secondary Learning Disabilities class of the Montgomery County Intermediate Unit has done extensive research and development in the area of basic skills. Many of the materials included in Appendix E are used and adapted. Goodman and Mann have published materials which are helpful in operating a secondary resource room (see References).

Spelling and handwriting should be emphasized as they will be used in the learners' adult lives. Legibility is important; if that means printing or typing, then provide practice or instruction on those skills. Spelling words should come from words the learner himself chooses as being important. Knowing how to use a dictionary of commonly misspelled words may be a skill the learner needs; having someone routinely check work for needed corrections may be another solution.

Study Skills

One basic skill which is part of all basic skills is the ability to organize study matters. Learning handicapped students often have difficulty in one or more of the following areas: organizing materials, scanning materials for facts, reading rate, taking notes, outlining and condensing materials, locating information in libraries, indexes, and tables of contents, and taking tests.

These skills can and should be taught, but they should be taught as part of real-life situations, not just as an exercise. One systematic way of teaching these skills is the *SQ3R* program, designed to help the student *survey* (S) what s(he) is to learn, phrase questions (Q), reading (R), reciting (R), and reviewing (R) the material for answers (Robinson, 1971). Some other references which may be helpful according to Brown (Goodman and Mann, 1976) include:

Christ, F. *Studying a textbook*. Chicago: SRO, 1966.
Millman, J. & Paul, W. *How to take tests*. New York: McGraw-Hill, 1969.
Morgan, C. & Deese, J. *How to study*. New York: McGraw-Hill, 1969.
Robinson, V. *Effective study*. New York: Harper, 1971.
Smith, S., Shores, L. & Brittain, R. *Best methods of study*. (4th Ed.) New York: Barnes & Noble, 1970.
Todd, A. *Finding facts fast: How to find out what you want to know immediately*. New York: William Morrow & Co., Inc., 1972.

Survival Skills And Consumer Education

In addition to teaching basic skills and remediating learning problems, at some point a priority must be assigned to teaching survival skills. For a learner who has not yet mastered the most basic decoding or phonic skills and has a severely limited sight word vocabulary, for example, the emphasis may change from teaching these basic skills to teaching the driver's manual (Learning Disabilities Guide, 1976) or labels from cans or recipes. Using consumer situations and materials, the learner strives not only for improved reading performance, but for coping skills in the world outside of school. These situations provide relevance for the learner so that he can see immediate use for the learning.

"The exploration of career possibilities, the development of personal resources, and the choice of lifestyle are areas of interest and concern to students. Thus, they are essential elements of an educational program which can have a long-range and determining effect on the quality of life to which a student may aspire and which he may achieve" (California Department of Education, 1974). All aspects of survival skills and consumer education are interrelated with reading, math, and communication skills; many resource specialists have found this dual emphasis to be the most realistic and helpful learning program for their students.

Some descriptions of commercial materials used by resource specialists in survival skill/consumer education are included in Appendix E. Additional resources which may be helpful have also been listed.

The La Puente Valley Adult Schools have developed mini-classes and materials on a variety of topics (listed in Appendix F (IV). They have also published a guide to developing mini-classes within existing educational programs. Teacher-made materials obtained from free, readily available sources, can be constructed, laminated, and used with felt tip markers; a self-checking set of activities with a record-keeping system to monitor progress can be combined with a token economy to reinforce skills, develop responsibility, and reward successful completion. Some samples are included. Project Echo, a Child Service Demonstration Center in Texas, has developed minimodules on "Buying a Car," "Insurance," and "Installment Buying." For further information write to them at the address listed in Appendix F (IV).

The Drive Right Program, developed in 1974 by the Instruction Materials Center of the University of Southern California, was designed to help handicapped learners pass the written portion of the driver test. For further information, write to Charles Watts, 600 S. Commonwealth Ave., Suite 1304, Los Angeles, California 90005.

Some resource specialists raise money for their program and develop skills at the same time. One resource specialist directs a Christmas selling project each year; learners are taught salesmanship, budgeting, economics, reading, and communication skills. Another resource specialist program provides a laminating service for the high school.

Career Awareness And Training

"I would like to explore, in the interest of relevance, whether we might not recapture something of the old notion of vocation, of ways of life, or to use the expression of so many today, of 'lifestyles' . . . Our young have become so isolated that they do not know the roles available in the society and the variety of styles in which they are played. I would urge that we find some way of connecting the diversity of the society to the phenomenon of school, to keep the latter from becoming so isolated and the former so suspicious." (Bruner, 1971)

Bruner's comments, while referring to all secondary learners, are especially relevant to secondary handicapped learners. What is the purpose of providing years of special services to these learners if they leave high school totally unprepared for the demands our society will place on them?

The responses to our survey indicate that more than half of the respondents do not incorporate vocational/career development activities into their programs at all, have limited contact with vocational services offered to regular learners, or did not respond to the question. In view of the needs of these learners and rapidly expanding alternatives to serve them, we recommend strongly that career/vocational education components within Resource Specialist Programs or Designated Instruction and Services (DIS) be established.

Some characteristics of a successful career training program for learning handicapped students, as identified by Bail & Hamilton (1971) and Williams (1975), include:

1. Use of community leaders with competencies in career training;
2. Use of community facilities when appropriate and relevant;
3. Counseling from various state agencies concerned with career training;
4. Concern for the practical application of the academic and career training;
5. In-depth pre-planning of programs and facilities;
6. Adequate equipment and facilities to facilitate continuity between the program and career goals;
7. Teachers trained to recognize the needs of the youth and the community;
8. The possibility of college as an option.
9. Help in guidance decision making rather than following the narrow concept of occupational orientation;
10. Allowing students to investigate human service vocation as well as industrial vocations.

Some curriculum content areas for career education as outlined by Miller and D'Alonzo (Sabatino, 1975), cover finance, law, health and safety, and social awareness. The sub-topics are listed below.

Curriculum Content Areas

Finance	The Law	Health & Safety	Social Awareness
Consumer Education	Drugs	Smoking	Personal Goals
Purchasing Retail Goods	Labor Laws	Narcotics	Decision Making
Workman's Compensation	Government: Local State Federal	Alcohol	Employer Needs
Money & Banking	Personal Rights	Insurance	Use of a Newspaper
Personal Budgeting	Courts & the Police	Personal Safety	How to Study
Income Taxes		Personal Hygiene	How to Apply for a Job
		Sex Education	Labor Unions

It is important, however, not to separate the career education component from other aspects of the educational program; integration of the whole curriculum should be a goal. Sloan (Sabatino, 1975) has outlined an integrated curriculum which consists of Basic Life Management, Personal-Social Development, Academic Development, and Career Education. The goals for each unit are listed as follows:

Basic Life Management Goals: These goals are presented for consideration as mini-units of study and/or topics for individual or small group counseling. Performance objectives can be developed from these goals:

1. Management of Personal Finances
   The student will be able to:
   1.1 Identify money and make correct change
   1.2 Make wise expenditures
   1.3 Use bank facilities for
      1.31 Money exchange
      1.32 Bank accounting
      1.33 Savings accounts
      1.34 Safety deposits
      1.35 Credit/loans
   1.4 Maintain financial records
   1.5 Calculate and pay taxes
   1.6 Understand Social Security payments and benefits
   1.7 Understand retirement and fringe benefits
   1.8 Understand purpose and function of insurance programs
2. Selecting, Managing and Maintaining a Home
   The student will be able to:
   2.1 Select adequate housing

- 2.2 Maintain a home
- 2.3 Use basic appliance and tools
- 2.4 Maintain household and household goods

3. Caring for Personal Needs
   The student will be able to:
   - 3.1 Select appropriate clothing for
     - 3.11 Work situations
     - 3.12 Social situations
     - 3.13 Leisure time activities
   - 3.2 Exhibit proper grooming
   - 3.3 Understand and exhibit basic hygiene
   - 3.4 Demonstrate knowledge of physical fitness
   - 3.5 Demonstrate knowledge of good nutrition in
     - 3.51 Eating skills
     - 3.52 Meal planning
     - 3.53 Food purchases
     - 3.54 Food preparation
     - 3.55 Food storage
     - 3.56 Sanitation
   - 3.6 Demonstrate knowledge of personal health care
   - 3.7 Demonstrate knowledge of health care services
4. Family life
   The student will be able to demonstrate knowledge of:
   - 4.1 Sexual relationships
   - 4.2 Responsibilities involved in marriage
   - 4.3 Responsibilities in child care; especially
     - 4.31 Personal care
     - 4.32 Psychological development
     - 4.33 Intellectual development
     - 4.34 Social development
   - 4.4 Family Safety procedures and practices
   - 4.5 Family Planning
5. Purchasing and Caring for Clothing
   The student will be able to:
   - 5.1 Exercise judgment in clothing purchases
   - 5.2 Exercise care of clothing in
     - 5.21 Cleanliness
     - 5.22 Storing
     - 5.23 Repairing clothing
6. Engage in Civic Activities
   The student will be able to understand:
   - 6.1 Basic local government
   - 6.2 Basic laws and law enforcement
   - 6.3 Basic American government

- 6.4 Personal rights and responsibilities as a citizen
    - 6.41 Due Process
    - 6.42 Legal processes - Rights and Responsibilities
    - 6.43 Municipal services
    - 6.44 Registration and Voting procedures
- 6.5 Selective Service System

7. Utilizing Recreation and Leisure Time
   The student will be able to:
   - 7.1 Participate in individual and group activities
   - 7.2 Know activities and available resources
   - 7.3 Understand recreational values
   - 7.4 Use recreational facilities in the community
   - 7.5 Plan activities wisely
   - 7.6 Plan vacations
8. Mobility, Transportation
   The student will be able to:
   - 8.1 Demonstrate knowledge of traffic rules and safety practices as
       - 8.11 Pedestrians
       - 8.12 Vehicle operator
           - 8.121 Bicycle
           - 8.122 Automotive
   - 8.2 Demonstrate knowledge of responsibilities of a car in
       - 8.21 Automotive ownership
       - 8.22 Automotive purchases
       - 8.23 Automotive insurance - liabilities
       - 8.24 Legal aspects
       - 8.25 Work and leisure
   - 8.3 Demonstrate knowledge and use of various means of transportation, public and private.

Personal - Social Development

1. Attain a sufficient understanding of one's self
   The student will be able to:
   - 1.1 Attain a sense of body
   - 1.2 Identify interests
   - 1.3 Identify abilities
   - 1.4 Identify emotions
   - 1.5 Identify personal needs
   - 1.6 Understand physical self
       - 1.61 Physiological development
       - 1.62 Human sexuality
2. Obtain Positive Self-confidence, Self-concept
   The student will be able to:
   - 2.1 Express feeling of self-worth

    2.2 Understand how others see him/her
    2.3 Accept criticism and express gratitude
    2.4 Develop faith in self
3. Desiring and Achieving Socially Responsible Behavior
   The student will be able to:
    3.1 Understand character traits needed for acceptance by others
    3.2 Exhibit acceptable behavior in public
    3.3 Develop and understand respect for the rights and properties of others
    3.4 Recognize and follow instructions, rules
    3.5 Identify personal roles in many situations
    3.6 Understand cultural and multicultural values
4. Choosing, Developing and Maintaining Appropriate Inter-personal Relationships
   The student will be able to:
    4.1 Know how to listen and respond to others
    4.2 Understand how to make and maintain friendships
    4.3 Understand appropriate heterosexual relationships
    4.4 Understand how to establish close relationships
5. Achieving independence
   The student will be able to:
    5.1 Understand the impact of his behavior on others
    5.2 Understand the need for self-organization
    5.3 Develop goal seeking behavior
    5.4 Strive toward self-actualization
6. Making Good Decisions, Problem Solving
   The student will be able to:
    6.1 Differentiate bipolar concepts
    6.2 Understand the need for goals
    6.3 Consider alternatives
    6.4 Anticipate consequences
    6.5 Know where to find advice

Academic Program Components

1. Language Arts, includes:
    1.1 Reading
    1.2 Writing and Spelling
    1.3 Oral Speech
    1.4 Listening
    1.5 Studying Effectively
2. Mathematics
3. Social Studies
4. Science
5. Art, Music, Physical Education, Recreation
6. Driver Education

1.0 *Language Arts:* Language Arts is inclusive of reading, writing, speaking, listening, and related study skills. The goals are:

- 1.1 Reading, read and interpret written communication
  - 1.11 Identify letters and sounds
  - 1.12 Identify word forms
    - 1.1021 Use root words
    - 1.1022 Use prefixes and suffixes
    - 1.1023 Use synonyms, antonyms, homonyms
  - 1.13 Read and follow directions
  - 1.14 Identify main ideas
  - 1.15 Derive word meaning from context
  - 1.16 Distinguish fact from opinion
  - 1.17 Read with comprehension
  - 1.18 Skim for main ideas
  - 1.19 Scan to locate information/data
  - 1.110 Read to prepare reports
  - 1.111 Read efficiently graphs, charts, tables, etc.
  - 1.112 Relate reading to personal experience
  - 1.113 Identify writing styles for themes
    - 1.1131 Entertain
    - 1.1132 Persuade
    - 1.1133 Inform
    - 1.1134 Bias vs. Evidence
  - 1.114 Read and analyze reports
    - 1.1141 General
    - 1.1142 Technical, i.e., income tax
    - 1.1143 Reviews
- 1.2 Writing, communicate in

  The student will be able to:
  - 1.21 Write legibly
  - 1.22 Identify and write sentences
  - 1.23 Use language correctly
  - 1.24 Capitalize and punctuate correctly
  - 1.25 Organize sentences into paragraphs
  - 1.26 Develop sentence variety - length, order, kind
  - 1.27 Use appropriate word choices
  - 1.28 Write simple directions and explanations
  - 1.29 Apply rules of syllabication
  - 1.210 Complete forms
  - 1.211 Write resumes and summaries
  - 1.212 Write letters - application, claims, complaints, inquiries
  - 1.213 Write a report
  - 1.214 Prepare a written argument - pro and con
  - 1.215 Spell functionally in writing

- 1.3 Oral Communication
  The student will be able to:
  - 1.31 Use voice, gestures and eye contact effectively
  - 1.32 Participate in general conversation
  - 1.33 Participate in group discussion
  - 1.34 Ask questions for clarification
  - 1.35 Make announcements
  - 1.36 Give explanations
  - 1.37 Give brief reports
  - 1.38 Participate in an interview
- 1.4 Listening
  The student will be able to:
  - 1.41 Listen to and follow directions
  - 1.42 Use listening behaviors - eye contact, body postures, verbal patterns
  - 1.43 Listen to complete ideas
  - 1.44 Identify main ideas
  - 1.45 Identify speaker's purposes
  - 1.46 Extract information by listening
  - 1.47 Consider effects of listening
  - 1.48 Consider other's point of view - consider change
  - 1.49 Identify bias
  - 1.410 Relate information to personal situation
- 1.5 Use Material to Study Effectively
  The student will be able to:
  - 1.52 Use dictionary and thesaurus effectively
  - 1.52 Use index and table of content
  - 1.53 Use library card catalog, resources
  - 1.54 Use encyclopedia and other reference texts
  - 1.55 Use media resources
  - 1.56 Use audio-visual aids, resources
  - 1.57 Locate sources of information

2.0 *Mathematics:* The following goals are directed towards utilizing basic mathematics effectively:

- 2.1 Solve problems using basic mathematics functions
  The student will be able to:
  - 2.11 Identify, read and write whole numbers
  - 2.12 Understand place value
  - 2.13 Round off numbers
  - 2.14 Add and subtract sets of numbers
  - 2.15 Solve problems using addition and subtraction
  - 2.16 Multiply and divide pairs of numbers
  - 2.17 Solve problems using multiplication and division
  - 2.18 Estimate answers
  - 2.19 Factor whole numbers

2.2 Solve problems using basic functions with fractions
  The student will be able to:
  2.21 Read and write fractions
  2.22 Write equivalent fractions
  2.23 Add and subtract fractions
  2.24 Multiply and divide fractions
  2.25 Solve problems using basic functions with fractions
2.3 Solve problems using ratios and proportion
  The student will be able to:
  2.31 Define and write ratios
  2.32 Define and write proportions
  2.33 Solve problems in either ratio or proportion
2.4 Solve problems using decimals
  The student will be able to:
  2.41 Identify, read and write decimals
  2.42 Round off decimals
  2.43 Change decimals to fractions/fractions to decimals
  2.44 Add and subtract decimals
  2.45 Multiply and divide with decimals
  2.46 Solve basic problems using all basic functions of decimals
2.5 Solve problems using percent
  The student will be able to:
  2.51 Identify, read and write percentages
  2.52 Calculate percentage and solve typical problems
  2.53 Change: Fractions to decimal
        Decimal to percent
  2.54 Solve problems with percent
2.6 Solve problems using time, distance, weight, area and volume
  The student will be able to:
  2.61 Identify, read and write units of time
  2.62 Identify units of length
  2.63 Solve problems using basic functions with units of length
  2.64 Identify and solve problems using units of area
  2.65 Identify and solve problems using units of volume and capacity
  2.66 Identify and solve problems using units of weight
  2.67 Learn the metric system
2.7 Solve problems using geometry
  The student will be able to:
  2.71 Identify and draw lines and plane figures
  2.72 Identify three dimensional objects
  2.73 Identify and measure angles
  2.74 Perform constructions
    2.7401 Bisect lines
    2.7402 Perpendiculars

        - 2.7403 Bisect angles
        - 2.7404 Equivalent angles
- 2.8 Solve problems using tables and graphs
    The student will be able to:
    - 2.81 Read and draw simple graphs
        - 2.8101 Line
        - 2.8102 Bar
        - 2.8103 Circle
    - 2.82 Read and construct table with data
- 2.9 Solve basic business problems
    The student will be able to:
    - 2.91 Understand currency
    - 2.92 Solve problems involving borrowing money
    - 2.93 Solve problems involving mark-up, margin, profit and loss
    - 2.94 Solve problems involving list price and discount
    - 2.95 Solve problems involving commission
    - 2.96 Solve problems involving personal finance - see also management of personal finances

3.0 *Social Studies:* The social studies may be coordinated with units of study in each of the other areas. However, basic study of certain goals should occur:

- 3.1 Study of communities and characteristics
    The student will be able to:
    - 3.11 Understand community structure
    - 3.12 Understand state organization
    - 3.13 Understand Federal Government organization
    - 3.14 Understand the basic needs of all people
    - 3.15 Understand the need for laws and citizenship
    - 3.16 Understand the need for Public Service
    - 3.17 Understand the economic structures of our society
    - 3.18 Understand and locate sources of consumer information
    - 3.19 Understand the purpose, structure, operation, and responsibilities necessary to participate as a productive citizen
    - 3.110 Utilize maps and globes to read and locate information data, geography, topography, etc.
- 3.2 Review of basic disciplines of study in the social sciences
    The student will be able to:
    - 3.21 Understand the basic social science disciplines
    - 3.22 Understand an overview of American History
    - 3.23 Understand the role of the US today with other countries and in world organization and what that means to us
    - 3.24 Understand an overview of world history

4.0 *Science/Health:* The student should be exposed to basic areas of Science and Health

- 4.1 General Science

The student will be able to:
4.11 Understand basic body function and structure
4.12 Apply first aid
4.13 Understand common illness
4.14 Understand the effect of drugs, alcohol, narcotics on body
4.15 Apply principle of heat/cold to life situations
4.16 Apply principle of mechanics to life situations
4.17 Understand principles of electricity/make repairs
4.18 Understand problem of environment/ecology
4.19 Solve problems using scientific procedure and methods
4.110 Gather, analyze, and interpret information to seek answers to problems
4.111 Understand weather and climate

4.2 Physics, Chemistry

The student will be able to:
4.21 Identify and measure heat and temperature
4.22 Understand reflection and refraction
4.23 Understand speed and sound
4.24 Use and understand measurement
4.25 Define and measure force and energy
4.26 Define and understand work and mechanical advantage
4.27 Identify friction
4.28 Understand basic machines and their functions
4.29 Understand principles of electricity
4.210 Understand basic forms of matter
4.211 Relate and apply chemistry to food compounds
4.212 Relate and apply chemistry to fuels/lubricants

4.3 Biology

The student will be able to
4.31 Identify life processes of organisms
4.32 Understand and describe life processes of people
4.33 Understand structure and function of single plants and animals
4.34 Explain relationship between organisms and their physical environments
4.35 Identify food dependency and relationships
4.36 Understand problems of ecology and environment
4.37 Understand basic genetics

5.0 *The Arts* - Art, Music, Physical Education, Recretion

The student will be able to:
5.1 Understand and appreciate music as an art form
5.2 Understand art for its basic and aesthetic values
5.3 Understand the need for physical fitness of self
5.4 Engage in the arts for pleasure at will
5.5 Develop interest in the arts

  - 5.6 Develop recreation interests and aptitudes
- 6.0 *Driver Education*

  The student will be able to:
  - 6.1 Read and understand traffic laws and regulations
  - 6.2 Understand basic automotive mechanics
  - 6.3 Operate an automotive vehicle safely
  - 6.4 Develop understanding of vehicular traffic and transportation

Career Education topics and suggested objectives: Each of the areas are briefly defined below, and basic goals are listed.

1. Self-awareness: Self-awareness refers to the knowledge of self that enables an individual to make career decisions.The objectives relating to self-awareness are as follows:

   The student will be able to:
   - 1.1 Relate one's interests, aptitudes and achievement to realizations of one's career aspirations
   - 1.2 Use and understand the concept "role"
   - 1.3 Understand and accept uniqueness of self, and past and future changes
   - 1.4 Understand environmental forces which influence one's development
   - 1.5 Understand relationship of self to values
   - 1.6 Understand the importance of self-goals based on self-knowledge
2. Educational Awareness: Educational awareness refers to the perception of the relationship of one's careers and life roles. The objectives relating to educational awareness are:

   The student will be able to:
   - 2.1 Understand that learning occurs in and out of school
   - 2.2 Recognized education (academic) as a part of total career education
   - 2.3 Recognize that different careers need different kinds of educational preparation
   - 2.4 Recognize education as a primary means of achieving life goals
3. Career Awareness: Career awareness refers to the understanding of the characteristics of the world of work that determines one's life career decisions. The objectives relating to career awareness are:
   - 3.1 Understand the variety and complexity of career in the world of work
   - 3.2 Understand the relationship of careers to social goals, functions and needs
   - 3.3 Identify the characteristics of the preparations for various careers
   - 3.4 Understand the "career" involves progressive stages of preparation
   - 3.5 Understand the relationship of one's career to one's life style
4. Economic Awareness: Economic awareness refers to the perception of the relationship of the economic processes in the environment to one's life career decisions. The objectives relating to economic awareness are:

   The student will be able to:
   - 4.1 Relate to one's career roles to one's life style and personal economics
   - 4.2 Recognize the social and economic benefits of careers

   4.3 Recognize non-occupational means of acquiring wealth
   4.4 Relate personal economic status to social economy
5. Decision Making: Decision making refers to the skill of applying one's knowledge to a rational process of career choice. The objectives relating to decision making are:
   5.1 Relate career goals to the process of making career decisions
   5.2 Identify, gather and apply information
   5.3 Identify and select alternatives and use them in making decisions
   5.4 When given choices, will make appropriate decisions
6. Beginning Competence and Skill Awareness: This refers to both awareness and acquisition of the skills necessary in the performance of tasks relating to one's career. The goals relating to this topic are:
   6.1 Identify objectives, specify resources, outline steps of action, perform the steps and evaluate the action
   6.2 Identify tools required for tasks of industry and commerce
   6.3 Identify the interpersonal relationships involved in various career roles
   6.4 Perform entry-level tasks
   6.5 Acquire in-depth skills for entry into relevant occupations
7. Employability Skills: This refers to the social and communication skills appropriate to career placement. The goals relating to employability skills are: The student will be able to:
   7.1 Understand the implications of working in independent, team and supervised situations
   7.2 Relate one's interest and aptitude information to occupations
   7.3 Demonstrate work habits and attitudes necessary for entering occupations of one's interest
   7.4 Demonstrate skills to seek and secure a job
8. Attitudes and Appreciation: This refers to one's feeling toward the social and economic environment in relation to one's life roles. The goals relating to this topic are:
   The student will be able to:
   8.1 Recognize one's responsibilities involved in accepting a job/task
   8.2 Recognize differences in the environment and exhibit the ability to be tolerant and flexible

The Experience-Based Career Education Program, developed by the Northwest Regional Educational Laboratory, has been implemented in five Pacific Northwest communities. Five characteristics of this program include:

1. Individualized and personalized learning
2. Community-based experiences with involvement of community members
3. Experience-based and performance-based learning outcomes; grades are deemphasized in favor of records that indicate actual accomplishment
4. Comprehensive and integrated curriculum, including Basic Skills, Life Skills and Career Development
5. Emphasis on Career Development

Northwest Lab offers materials and training to help other school systems benefit from the E.B.C.E. Program, including installation of the total E.B.C.E. Program or use of selected E.B.C.E. strategies. For more information, contact Virginia Thompson, Northwest Regional Education Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204.

In addition to various program alternatives mentioned above, a variety of instructional materials, programs, and evaluation instruments are commercially available. One current resource is *Vocational Entry-Skills for Learning Disabled* (Washburn, 1975). These sequential teaching units supply short-term training in basic skills needed for entry into vocational classes and jobs. The lessons are tightly structured with reasonably short goals, incorporating an individualized contract system based on behavior modification.

Other materials have been compiled and are included in Appendix E.

Affective Education

"In a sense, adolescents with learning problems are at the end of the learning disabilities gauntlet. Often undiagnosed, misunderstood, and ineffectively treated, they are already battered and bruised by the time they enter the stormy adolescent years. After years of frustrating underachievement and failure, it is hardly surprising that they end up with serious personality problems or psychiatric symptoms, often becoming dropouts or frequent attenders in juvenile courts" (Kline, 1972). This rather negative picture can be changed and improved, often by efforts of the resource specialist. Efforts to increase acceptable school behavior, including attendance, completion of assignments, and attitude improvement demand a considerable amount of attention by the resource specialist.

Some techniques have produced positive results in improving behavior. One effective program has been the use of group counseling and sensitivity groups. It is not always easy to get such groups started; certain minimal conditions are needed (Mahler, 1972):

1. A theoretical framework and organizational design must focus on change in behavior.
2. Strong administrative support can get the program started; creative leadership is needed for such a program to grow.
3. Highly skilled counselors who are willing to take risks are needed.

One resource specialist worked with a counselor from Child Protective Services to provide group counseling for ten learners for ten weeks. Community agencies can be helpful in sharing responsibilities and are often eager to provide support.

Helpful sources of activities for affective education include *Affective Aspects of Education; Activities and Exercises for Affective Education* (Thayer & Beeler, 1975), and *A Handbook of Structured Experiences for Human Relations Training* (Pfeiffer and Jones, 1969).

Behavior Management

A technique for changing behavior is the use of contracts with realistic, reachable goals followed by individually determined rewards for successful completion. Record-keeping systems facilitate monitoring progress as each contract is being completed. Some examples of contracts, rewards, and record-keeping systems are included in Appendix F (IV).

Learners often can track their own progress to monitor behavior change or observe their own behaviors and note circumstances surrounding their responses to certain situations. One resource specialist strongly encourages this approach along with actively involving the student in all phases of his program. The student participates in the formulation of objectives for his educational plan, attends the SAT meeting and any parent conferences.

Two programs are available for teachers who want to increase academic survival skills for one learner (CLASS - Contingencies for Learning Academic and Social Skills) or a whole class (PASS - Program for Academic Survival Skills). Both of these programs are available from CORBEH, 1590 Willamette St., University of Oregon, Eugene, Oregon 97401 and provide management systems for observable, academic-related behaviors. The programs are designed for use with a consultant who trains the teacher requesting help. Learners gradually increase their academic on-task behavior to 80% of class time.

Values Clarification

Due to the increasing complexity of modern society, many teachers see the need for helping students develop a system for making choices and decisions. The goal of using the values clarification approach is to use the seven processes of valuing, which include:

1. Prizing one's beliefs and behaviors
2. Publicly affirming these beliefs when appropriate
3. Choosing beliefs and behaviors from alternatives
4. Choosing beliefs after consideration of alternatives
5. Choosing beliefs freely
6. Acting on one's beliefs
7. Acting with a pattern, consistency, and repetition

These valuing processes can then be applied to current and emerging beliefs (Simon, 1972).

There are three major approaches to teaching values clarification. Some teachers set aside a portion of time for specific activities in values clarification. Others incorporate values clarification into standard subject matter. Finally, some teachers integrate values clarification in with subject matter and skill learning so that students increase their knowledge and their search for values (Simon, 1972). Many teachers also use the Un-Game, the O.K. Game, or other commercially available values games. Magic Circle activities have been incorporated successfully, too.

Some sample activities are included in Appendix E. Sources for additional information on values clarification are also listed.

Tutors

Tutoring may occur in three forms: cross-age, peer, and volunteer tutoring. An example of cross-age tutoring was reported by a resource specialist covering grades K-12. Her high school pupils tutored her younger pupils at their own level of success after the tutors had received instruction or demonstration by the resource specialist. This tutoring not only reinforced the learning by both students, but definitely enhanced the self-esteem of high school pupils. Student Team Action, a cross-age tutoring program in an Oregon elementary school (Fleming, 1969) reported similar success. One of the key factors in the success was attributed to each learner's opportunity (both tutor and tutee) to get the undivided attention of another person, a chance to be seen and heard each day, and a feeling of importance. Tutors are asked to keep a daily log of their work and evaluate their experience in Student Team Action; these reports are indicative of the positive effects of the tutoring opportunity.

A cross-age tutoring program in Fairfax County, Virginia, (Lawrence, 1975) was the result of strong leadership of the principal; its success spread to include a volunteer program and several areas of the curriculum. Pre- and post-tests were given to assess the growth in skill achievement of the tutors in communication skills, with positive results. Growth was also indicated in the areas of organizational ability and leadership potential.

Peer tutoring involves one learner tutoring one or more students of his same age and grade, such as using one of the better readers in the class to read for a physically handicapped child.

One study evaluating two methods of peer tutoring (Oakland & Williams, 1975) indicated that learners having peers for reading instruction scored neither above or below learners who had teachers for instructors. Learners who received supplementary peer tutoring, in addition to receiving reading instruction from a teacher, showed a higher level of growth. Additional benefits of improved self concept and less anxiety and isolation for the tutees were also reported.

Using adult volunteers as tutors is another means of increasing instruction designed for the individual learner's skill level. Skindrud lists five requirements for this tutoring to be successful:

1. The assessment of the learner's skill levels and the prescribing of appropriate instruction must be done by a professional trained in diagnostic - prescriptive teaching.
2. Instruction must be broken down into three or four steps and demonstrated for the tutors.
3. Tutoring should be simplified by collecting all materials required in one place where they are easily obtained.
4. The tutor should be required to collect some kind of data on pupil progress

during each tutoring session. Arrange to collect that data daily at first and at longer intervals as tutoring progresses.

5. The instructional procedures are monitored and revised by the consultant as the student progresses or as problems arise.

In addition to improving skill levels in the learners who receive tutoring, fostering independence should also be encouraged. Tutors sometimes do too much for their learners and give reinforcement when the learner makes a mistake instead of for positive achievement.

Additional resources for setting up volunteer tutoring programs are the Right-to-Read Handbooks for Volunteer Tutor-Training Programs: *Tutors' Resource Book* (GPO stock No. 1780-01333), *Tutor-Trainers' Resource Handbook* (GPO stock No. 1780-01334), and *Tutoring Resource Handbook for Teachers* (GPO stock No. 1780-01332). These may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402. Include the GPO stock number and $4.80 for all three. Another helpful guide is *Tutoring with Students, A Handbook for Establishing Tutorial Programs in Schools,* by Ralph J. Melaragno (1976).

Crisis Intervention

Being able to respond to crisis situations in an effective way adds great strength to the resource specialist's role. The flexibility of her schedule allows her to be available in times of crisis. The concept of crisis intervention as a mental health consultation technique (Caplan, 1964) views the coping skills of each individual as finite. Intervening with warm, human, non-judgmental support when these coping skills run out can prevent further disturbance from occurring.

Characteristics of crisis situations provide some insight into the type of skills and resources needed to respond appropriately. Crises are usually short in duration and involve a two-person relationship; many times the crisis makes the person feel ambivalent towards any course of action (Specter & Clarborne, 1973). The implications of these characteristics are that a variety of skilled people can be trained to respond to crisis situations and that the intervention should be practical, focusing on precipitating causes rather than any deep psychological theory.

One technique often used by teachers is life space interviewing, which begins with the outside conflict with an awareness of the motivational aspects of the individual. (Morse, 1963).

Another technique is to examine the environment for factors which may encourage a crisis to develop and to remove or change the environment to avoid crisis. A set of keys in the ignition of an unlocked car, for example, may invite disaster.

Allowing the learner an "escape hatch" or providing a mechanism where a learner can remove himself from a stressful situation without any punitive connotations may be another way of dealing with crisis.

Evaluation Techniques For Instructional Materials

With all the new commercial materials becoming available, teachers often have difficulty in knowing which materials to choose and why. A check list (Aserlind, 1969) and criteria for evaluating instructional materials for special education developed by the California Learning Resource Center are included in Appendix F (IV).

Before making a final decision on which materials to purchase, three other possibilities should be considered:

1. Check the publisher's catalog to see if programs can be previewed.
2. Most publishers will bill on 30 day approval. Don't hesitate to return materials, return receipt requested, if they do not fulfill expectations, or seem likely to fall apart.
3. Many companies can provide a demonstration of materials, especially if other teachers in your school or district are involved.

Inventory Of Materials

Another type of support service which the secondary resource specialist can devise and provide is an efficient method of materials inventory. There are many systems which can be adapted to local school needs, but the most important step is recognizing the vast number of resources available within a district, school, or even a resource room. Without an efficient inventory system, many of these resources go unused or are used only by accident.

There are three main purposes for an efficient inventory system:

1. Identifying resources available for the total school staff.
2. Development of a system to share these resources.
3. Allowing for a process of student selection of materials appropriate for his/her needs.

The simpler the system, the easier and more likely that teachers and students can use it.

One resource specialist initiated an inventory system by filling a loose leaf notebook, listing all the materials in her room first, then the whole school. The next step was to color code each department's material. Now the system has gone a step further; classroom materials are coded to numbers on teacher-made skills inventories. An inventory of adapted materials available in regular classes is also kept. Materials in the resource room are color coded by level of reading difficulty.

A more complex system was developed by the San Diego Child Service Demonstration Center. Their system is color coded by curriculum area and learning modality, and a master file included pictures of every item with notations of usage. Materials are loaned to project teachers to use in implementing students' educational plans and for in-service training activities.

Title VI-B project, Accelerated Learning Systems in Novato, uses materials grouped by subject area and coded to objectives within each subject area. An informal diagnostic test is used to assess which objectives need further instruction.

System FORE, a mangement system which encodes materials to objectives, is another method of inventory. For further information, contact the California Learning Resource Center, 600 S. Commonwealth, Los Angeles, CA 90005.

Inservice Training

Gabriele Gurski

Chapter V

Inservice Training

As the resource specialist works to effect change, she may discover some needs for group inservice training for members of the school staff. In meeting training demands, the resource specialist should provide a brief overview of the inservice education goals and techniques.

This chapter will present some of these goals and inservice training techniques used by resource specialists.

General Aims of Inservice Training

There are three general aims or purposes for inservice training.

1. *Orientation or awareness sessions* The goal of this type of session is to have participants obtain greater awareness of a product, an idea, or an approach. An example would be a presentation entitled "Overview of the Comprehensive Plan for Special Education," delivered to school and community members. Awareness programs are important, because changing attitudes may be the best step towards changing technique. Project Accept is formulated on this principle. For more information on this program, write Dr. Norma Dyck, University of Kansas, 308 Carruth O'Leary, Lawrence, KS 66045.
2. *Knowledge or skill training* This type of training is designed to increase the participants knowledge or skills in implementing or using a particular skill or practice. "Writing an Individualized Instructional Plan" could be the title of a skill training session for special education personnel.
3. *Observable change in professional functioning* The emphasis of this type of training is visible change and growth in the participants' on-the-job functioning. This type of training occurs when the trainer supervises and assists in the implementation of behavior management techniques in the trainee's classroom.

   Resource specialists may be involved in developing and implementing all of these types of inservice training for both special education, regular education and parents.

Methods of Providing Inservice Training

In general, all activities of school personnel which result in continued professional growth are considered to be inservice education. Workshops, conferences, institutes, college courses, visitation, and self-contained packages are among the various forms of inservice education; each one differs in the degree of learner and presenter participation. Visitations are almost entirely participant-oriented, whereas conferences, institutes, and workshops may use a wide variety of participant instructor involvement ratios. Each would also make use of the following methods:

1. *Lecture* The lecture is usually the most frequent used method for providing inservice education. The presenter delivers the message, while the audience sits and listens for varying periods of time. The lecture may be enlivened by the use of demonstrations or visual aids, such as films or slides. In general, lectures are probably the *least* effective means for engendering professional improvement, although they can be used effectively for awareness purposes.
2. *Small group sessions* Small groups can increase the feeling of safety and willingness to take risk by participants. Participants can indicate if they're experiencing difficulties, and there is enough flexibility to allow feelings to be discussed. In addition, the small group allows for cooperative learning. The small group experience can be especially important during a conference and institute. Individuals can use the small group for individual questioning, idea sharing, and mutual support. It may also become a relevant peer group for one's commitment to action (MacIntyre, 1972).

Small groups can be used for a variety of activities. Among these are:

a. *Discussions* This technique can be used for developing awareness or for summarizing a learning experience. The group discussion centers around a particular content area and may be used to allow the participants to explore their attitudes, opinions and experiences. The discussion leader can usually develop discussion by asking participants substantive questions and the reasons for their particular statments.

b. *Actual practice with the content of instruction* Actual practice with instructional content leads to the development of small group tasks. These tasks provide for active learning on the part of participants and must be planned so that they can be accomplished in the time allotted, (ranging from 10 to 30 minutes), and immediate feedback can be provided.

c. *Demonstration* When materials are not generally available for practice and implementation in small groups, demonstrations may be an effective alternative. They can be particularly useful for awareness and pre-trial evaluations of new materials and techniques.

A thorough overview of demonstrations as a possible inservice methodology is included in the book, *In-Service Education: A Guide to Better Practice*, by Ben M. Harris, 1969.

d. *Instructional games* Instructional games present a structured activity with established rules. Two or more participants interact to achieve clearly designated training objectives. *Teacher's Lounge* is an example of an instructional game (see Appendix F (V)).

e. *Simulations* A simulation presents a simplified model of the real world. Participants may be involved in decision-making or problem-solving roles under specified conditions. An example of a simulation is *MacIntyre's Educational Decision-Making* (see Appendix F (IV)).

Role Playing is a type of simulation. It normally involves unrehearsed dramatization presented before a group. A discussion usually follows the performance, in order to fully analyze the situation and behavioral variables. Most role-playing situations involve problems centering around people, their actions, and attitudes. *A Sourcebook on Instructional Development for Training Teachers of Exceptional Children* by Thiagarajan (1974), contains descriptions and guidelines for role-playing used with special education issues.

Brainstorming can be considered a pseudo-simulation. A problem is specified to which the participant must react. Simulations yield replicable results; however, the results of brainstorming vary depending on the participants and local demands. Examples of using brainstorming as a training technique is provided by Ben Harris in *Inservice Education: A Guide to Better Practice* (1969).

f. *Simulation Games* Simulation games provide a combination of games and simulations. Decision-making and real life elements are combined with definitions and rules for interaction. Instructions for designing simulation games are available in *Simulation and Gaming* developed by the University of Missouri.

g. *Card sort* A card sort involves sorting a deck of prepared cards into prescribed patterns. Examples of such patterns are: sorting into a hierarchy of importance, sorting into a sequence of steps, or sorting into specified categories.

Nancy Carlson has developed a card sort for planning workshops. The steps involved in planning the inservice program are listed on cards. The cards are then sorted into a sequence of steps for accomplishing the inservice program.

Bruce Weston, of the California Regional Resource Center, has listed some basic principles for the effective use of small groups at conferences.
These are:

1. Choose your group leaders carefully. Their skill at facilitating someone else's learning is more important than their expertise in the skill or idea being taught.

2. The ideal size for a small group seems to be between 5 and 10. Less than five seems to make the participants feel uncomfortable. More than ten becomes cumbersome and slows the process.

3. Except at times when the conference process calls for a team interaction, assign people to small groups with other people than those from their own district or school if possible. This seems to forestall the natural tendency of persons of lesser status to defer to people of higher status in their districts.

4. When appropriate to the content being presented, ask all of the non-teacher members of the group to assume the role of the teacher of a hypothetical class — if this is the focus of the content being presented.

5. Don't switch people from one group to another once the groups have begun. It is important that each group assume responsibility for its own success as a group. If you step in and remove or add people to a group that has already begun to operate, you threaten this process.

6. After you have made it clear that you and the presenter(s) are available at any time for further information or clarification, stay out of the small groups unless specifically invited to come in. Group process seems to stop when an "outsider" comes in, even if the outsider's presence is well intended.

7. Keep others from entering the small groups. This can be particularly hard on "visiting firemen" who simply want to get an idea of how things are going.

In addition, "Round Robin Capping" is a good finalizer, giving participants an opportunity to state their feelings about the group. (Pasanella and Volkmor, 1976, p.304)

Planning Inservice Education Programs

1. *Determining a need for inservice programs* The first step in developing an inservice program is assessing the target population's training need. A resource specialist may receive individual requests for inservice programs, but before she initiates implementation, she may wish to determine how general the need for a particular topic is.

   This precaution should be followed at large high schools, especially where various inservice needs might exist. A word of precaution: when assessing teachers' needs, be sure to distinguish between perceived needs and real needs. It may be that the perceived needs of teachers are not their real needs. Real needs are those which most closely affect the learning of pupils.

   The resource specialist can obtain information about training needs of the school in several ways. She may canvass the administration, department heads, and master teachers for an indication of general faculty needs individually or at meetings. She may distribute a survey or preference scale to area teachers, with the returns analyzed for high priority topics. An example of such a survey from the Northwest Area Learning Resource Center is included in Appendix F (V). The result of such a survey would form the basis for preparing and offering inservice programs.

   The resource specialist may wish to personally discuss with the teachers themselves their inservice training needs. Dutton and Hammond (1966) point out that the involvement of teachers in identifying their weeknesses and in planning their inservice training to correct these weaknesses provide motivation and the specific help needed by teachers.

At the secondary school, direct discussions may not be feasible, but a coordinating body or task force made up of representatives from various content areas and specialized services could jointly develop inservice programs. This group could collect requests from school staff, parents, students and community groups, determine which needs are most immediate, develop associated training objectives, and seek out the most appropriate souce for providing the necessary training. An example of personnel planning and development recommendations developed by such a task force is included in Appendix F (V).

2. *Determining content areas* Probably the most immediate result of a needs survey will be the determination of high priority content areas. For example, it may be determined that awareness level training on special education services available to children with exceptional needs is needed by parents and community agencies. Teachers and other specialists may have needs in the area of implementing specialized techniques. Pasanella and Volkmor (1976) have conducted an extensive review of the literature of current nation-wide programs in mainstreaming, and have sifted out the following skills as critical for all teachers:

    1. Behavior management techniques including Precision Teaching (charting student progress) and self-management

    2. Instructional materials, selection and adaptation

    3. Peer and cross-age tutoring

    4. Individualizing instruction (especially a need at the secondary level).

    (adapted from Pasanella and Volkmor, 1976, pp. 307-308).

    Other investigators (Mann and Goodman, 1976) have mentioned the following content areas as necessary ones for all school inservice programs: characteristics of individuals with exceptional needs; basic skill instruction; individualizing the curriculum and instruction according to students' needs; teaching study skills; and curriculum development. The South Carolina Middle School Learning Disabilities Program, which is based entirely on a staff development model, lists the following topics as a content guide for inservice training:

    Mainstreaming the Learning Disabled Adolescent - A Guide to Staff Development

    1. Characteristics and needs of the LD adolescent

    2. Organizing the resource room

    A nationwide survey of inservice needs conducted by the National Council of Teachers of Mathematics found that motivating methods and materials were a first priority for inservice education, with individual differences and adaptations for slow and gifted learners running second.

    3. Organizing the staff for effective mainstreaming

4. Training the staff for effective mainstreaming
5. Curriculum development for adolescent LD students -- units, package, contracts, learning centers.

A major component in an overall educational program for all children is individualized or personalized instruction. This approach would imply training in the instructional cycle, starting from identification of individuals with exceptional needs, through the assessment and instructional planning phase (selecting appropriate tests and setting objectives), to actual instruction (including behavior and time management skills, adaptation of materials and techniques, use of aides and resources) and an eventual evaluation of progress. Professional resources related to inservice training in the above-mentioned area are listed in Appendix F (V).

At the secondary level, the resource specialist may become involved in planning and conducting inservice education for groups of content area teachers. In order to be most effective, inservice in methodology for content area teachers should be developed in conjunction with representatives from that content area. Working together with content area teachers can result in a more representative program, with the content teacher providing information about new content in the field, and the resource teacher developing alternative methodologies for presenting the content.

3. *Developing objectives* Once the basic areas of inservice training content have been determined, a critical first step in planning is the development of objectives. These objectives should be competency-based, i.e. stated in terms of the resulting desired behavior of the participants with related evaluation criteria.

   The development of objectives is important, because if the planner isn't sure where she would like the participants to go, i.e., what they should achieve as a result of the training, the probability that they will get there is very low. Objectives should be developed from goals that are appropriate to the training topic and for the greatest proportion of teachers. A sample list of objectives from the Sourth Carolina Middle School Learning Disabilities Program is provided in Appendix F (V).

   If the group to be trained is small enough, the participants may actually set the objectives themselves. If the resource specialist decides on this approach, there may be a greater pay-off in participants' commitment to achieve the objectives. She should be aware, however, that participants have to be motivated to set their own objectives and that they are likely to need guidance and encouragement.

4. *Sequencing activities and developing a timeline* Nancy Carlson's card sort is designed to assist inservice coordinators in outlining all the steps in planning

inservice programs. Three types of cards are available: The green start cards consist of activities to be considered for effective planning; the pink closure cards indicate completion of various stages. Start cards are selected first and arranged in sequential order. The next step is to insert closure cards at seemingly appropriate sports. When the coordinator has completed the task, she has a flow chart and the necessary decisions and actions for conducting a successful workshop. The addition of appropriate dates will provide a timeline. A guide providing detailed steps in the production of a worshop has been provided (ACSA Workshop Production see Appendix F (V)).

5. *Selecting and scheduling activities* After objectives have been established and a general timeline for all planning, implementing and evaluating activities has been determined, the actual workshop activities need to be selected and scheduled. An analysis of the objectives should result in an appropriate selection of associated methods of delivery, such as lectures, panel, demonstration, small groups, etc. The medium used needs to be determined by the message to be conveyed. Once the activities have been determined human and material resources can be selected. The need for presenters, panel members, group leaders can be decided upon. he effectiveness of using audio visual aids, such as video-tapes, filmstrips, slides, tapes transparencies, and chalkboards or flipcharts can be determined and their preparation included on the timeline. Learning activities and tasks can be designed, if needed for the learning process. For an explanation of task development and for examples see Pasanella and Volkmor (1976, pp 283-292). Additional examples of task sheets are included in Appendix F (V). A list of activities, and the related resources, materials and equipment can serve as a useful checklist in preparing and conducting the program. The resulting list of activities should be sequenced, to develop a program or schedule. See Appendix F (V) for examples of schedules and agendas, including the objectives and related activities. It is extremely helpful to present such schedules and agendas to participants before the actual inservice program is held, so that they can formulate a "mental-set" for the day's activities.

6. *Conducting the inservice program* The timeline and list of activities and associated resources should be an invaluable aid for a smooth transition from planning to implementing the program. In addition, a "workshop survival box" containing

chalk
marker pens
pencils
name tags
writing paper
paper clips
rulers
three-pronged
multiple outlet plugs
masking tape
stapler
thumb tacks
scissors
pliers
screwdriver
string

is invaluable (Burke, et. al, 1976).

Other tips for smooth implementation included:

1. Use handouts as a resource and reminder of essential information and activities.
2. Adhere to the time schedule.
3. Allow participants opportunities to discuss and apply new information and skills.
4. If learning activities are used, arrange for sufficient assistance until all participants have completed the activity to their satisfaction.
5. Provide immediate feedback to participants regarding their success in the learning activities.
6. Involve the entire staff in inservice education — principals, counselors and teachers. They will be able to form their own support and resource groups at the local school later.
7. Remember that administrative support is essential and can add authority to your program.
8. Provide incentives such as administrative recognition, increased consultation on student programs, university or salary credit, stipends, released time, or a reduction of non-professional duties
9. Plan for additional support after the training, such as presentation summaries, related bibliographies, lists of resources and materials and referrals to resource personnel or programs.
10. Try to arrange for a comfortable, quiet setting for conducting the program.
11. Carefully schedule your program so that its timing is convenient in terms of the school year, month, week and day.

After-school faculty meetings called by the principal for an awareness program have not been very effective in building support for the Resource Specialist Program.

7. *Evaluating the program's effectiveness* Evaluation is essential for determining whether the program has met its objectives for the participants' knowledge or skill and for improving the content and delivering of the program. Evaluation forms can be developed so that both aims can be reached. A pre-post self-evaluation of knowledge or ability on the objectives can be included, for evaluating participants' growth in those areas. A Likert scale can be adapted for such purposes. In addition, participants can be asked to rate the activities, content and structure of the program on their value and interest. Summarizing this data can provide information on whether the program's objectives have been realized and whether it is productive and satisfying to the participants.

   In order to determine whether an inservice program has affected participants' behavior follow-up evaluation is necessary. This may involve sending out an additional questionnaire or administering structured interviews. Follow-up consultation or classroom observation can also serve to evaluate the effectiveness of a program, while also reinforcing the original learning.

A good technique for the design of future inservice programs can be the inclusion of a needs assessment in the evaluation process. This may involve the additional question: "What further inservice programs training would you be interested in attending?" in the evaluation form.

Sample Inservice Programs Conducted by Resource Specialists

The remainder of this chapter will concentrate on various practices developed by resource specialists for providing inservice training communication-coordination services. Sample topics and procedures will be presented, in an attempt to provide ideas to beginning resource specialists who are faced with the task of training learners, parents and faculties.

As a general guideline for beginning the school year at a school with a new Resource Specialist Program, a resource specialist may wish to list all persons who need to be informed about the program either at the beginning of the school year or over the summer and develop activities and a timeline for establishing contacts. The following activities might be included; their sequence would vary according to situational demands:

1. Meet with administration-principal to discuss the programs and needed training for faculty.
2. Hold meetings to describe program to curriculum area-department teachers. Invite teachers to visit the program.
3. Publicize and hold meetings to describe program to community, and parents, and learners. Announce program through letters to the community. Encourage visitations. Hold speeches at organizational meetings.
4. Hold organizational meeting with special education staff, principal.
5. Hold meeting to describe program to parents and learners in the program.
6. Contact community agencies to plan ancillary services.
7. Meet with teachers of learners in program to interpret the individual needs of learners.
8. Meet with psychologists, social workers, counselors, vocational education staff who may be involved to describe the needs of students.
9. Meet with aides and tutors to describe individual needs of learners and to explain appropriate methods for instruction.

A brochure, hand-out or newsletter can be helpful in providing initial information about the Resource Specialist Program and services to school staff. A Master Plan bulletin board in the teacher's lounge can also serve this purpose.

Meeting with Administration/Principal

Since the administration provides the instructional leadership at the local school, it is essential that the resource specialist obtain the principal's support for the Resource Specialist Program and her inservice education meetings. Some of the larger Responsible Local Agencies have prepared local administrators by presenting Master Plan overviews at central or area Meetings. Conducting separate meetings for elementary and secondary principals may serve to address each group's concerns more specifically. The resource specialist, however, will need to follow up and discuss with the principal his interpretation of the program, preferably before school starts. The principal will also need to be informed about and invited to all inservice education programs developed by the resource specialist, for continuing support.

Curriculum Area Department Teacher Meetings

Three to five minute presentations at small group gatherings such as department meetings, curriculum meetings, department chairman meetings, or even entire faculty meetings have been used by resource specialists for awareness purposes. These meetings can also be used to conduct an informal or formal survey of school staff in terms of special education needs and plan services according to these needs to the greatest extent possible. Two resource specialists approached the department meetings at the beginning of last school year and discussed the potential services they had to offer to regular class teachers. These teachers then decided whether they wanted such services, and if so which type of service they wanted.

Because of the limited time available for such presentations, statements must be short, clear, and well organized. An example of a more extensive teacher awareness program can be obtained from Project ACCEPT, Kansas City Child Service Demonstration Center. (See Appendix F (V)).

Some resource specialists have designed and conducted more extensive inservice education sessions with their faculty. The content of these sessions has included:

1. Using the film "Cipher in the Snow" as a basis for discussion of individuals with exceptional needs and attitude change.
2. Discussing the learning and behavioral needs of special learners. Dealing with the affective area has been most important.
3. Developing alternative and motivation materials for reluctant learners
4. Assessing learners in regular classrooms using informal assessment techniques, inservice training materials developed by Keren McIntyre, California Regional Resource Center, 1975.

General Programs for Parents and Learners

a. *Community* A meeting with community agencies which frequently provide services to adolescents enrolled in the Resource Specialist Program (see Chapter II) should also be arranged at the beginning of the school year or during the summer. This meeting can enable exchange information on functions, services and referral procedures. A brochure or handout describing the Resource Specialist Program is very useful for information purposes.

b. *Parents* In addition to parents of adolescents with learning handicaps, parents of students within the regular program need to be informed about the Resource Specialist Program as well as current trends in special education. Holding a meeting at the beginning of the school year with interested parents and students can provide an effective introduction to the program. At this point, visitations for further information might be encouraged. A Special Education

Night or an Open House and social hour for learners, parents and community are vehicles for explaining the goals and objectives of the program. One resource specialist conducted a parent and community awareness workshop called "Centers for Service." Parents, representatives from community agencies, teachers, and learners were invited to an overview of services which included a film on the Master Plan for Special Education. Other resource specialists have presented short, concise 10-15 minute presentations to the local PTA, after making arrangements with the PTA president and the principal. A "Resource Specialist Orientation Kit" developed by Gabriele Gurski, California Regional Resource Center, has proved helpful in describing the Resource Specialist Program and the Master Plan at PTA, faculty and community meetings (see Appendix F (V) for an overview of the kit). Some resource specialists have held containing information sessions with parents through monthly pot luck suppers during which speakers present on local school or district-wide special education concerns.

One Responsible Local Agency provides parents with ongoing information on special education concerns, issues and successes via a monthly newsletter. This newsletter is published by members of the Community Advisory Council and the School-Community Liaison Coordinator.

This Responsible Local Agency has also established a system of "contact parents" at each school. This parent can serve as liaison and advisor to other parents at the local school and be of assistance to the resource specialist in setting up inservice training programs for parents. Resource specialists, program specialists, and contact parents have been instrumental in setting up Koffee Klatches for parents at several schools. A more formal inservice program for parents has been established by the School-Community Liaison Coordinator at the beginning of the school year, with adult education credit attached. A schedule of this inservice is included in Appendix F (V).

c. *Learners* The resource specialist may find it advantageous for all students to receive an orientation to the program. This could remove some of the stigma associated with traditional special education classes. Students at the secondary level can be especially conscious of being identified with a special program or teacher. The short-term nature of the program and its goals for enabling the student to function successfully in regular classes should be emphasized in such an overview.

Students who have attained success in the program are often the best spokesmen to other student groups and classes. They tend to be grateful for the personalized attention they have received and are not afraid to tell others after they have experienced success. Successful learners can also present the program to other populations who need to be informed. Two instructional aides were instrumental in selecting a panel of high school students from their pilot program. These students provided awareness training, feedback, and suggestions to resource specialists starting new secondary RSP's in their Responsible

Local Agency. Both resource speicalists and panel members found this to be a very rewarding experience. Another resource specialist used a similar approach in presenting a televised program to the community.

Meetings with Special Education Staff and Principal

After an initial organizational meeting of all special education, support staff, and principal to define roles and functions, many resource specialists have found it essential to have continuing meetings. Most have found that meeting weekly is necessary to relate, compare and revise data and services for learners. During the meeting, methods, materials and techniques can be revised to meet the learner's changing needs. Some resource specialists have found that they can meet with special education and support staff over lunch; others meet before or after school. Some resource specialists are planning to hold an additional meeting after school so that the staff involved can inform each other on new curricula and techniques in their area of expertise. Regular faculty would be invited to these presentations.

Meetings with Learners in Program

Learner involvement is essential for success in the program. In order to assure such involvement, learners who have been placed in the program need to be informed of its purpose and goals as well as provided with a chance to participate in the School Appraisal Team Meeting. One resource specialist has suggested that learners might be exposed to a program geared to the reasons for being in the Resource Specialist Program. The program is simple, honest, and would provide basic information to the learner. The suggested title is "Why am I here — What We Can Do For You What You Can Do For Yourself", with three associated target areas:

1. Why Am I Here?
   a. Tell the learner that s/he is experiencing a problem which is making it difficult to work at the level expected of a learner of his/her age.
2. What We Can Do For You. (referring to the special education teacher or resource specialist)
   a. Let the learner know how the teacher can help him/her.
   b. Let the learner know the general process or procedure of the particular learning technique to be used (over-all picture). This is necessary in order to let students know the learning activity isn't a forever thing.
   c. Let the learner know the support s/he can expect for problems experienced with either a class subject or peer group.
3. What you Can Do For Yourself (referring to learner)
   a. Tell the learner to "do your work". Explain that what the teacher asks the learner to do is designed to help correct the problem.
   b. The learner must come to school.
   c. The learner must take care of his/her school.
   d. The learner must respect yourself and others.
   e. Help the learner set realistic goals for him/herself.

Meetings With Parents of Learners in Program

Schools are generally aware that educational progress depends on the adequacy of school-home cooperation. Resource specialists can assist parents in promoting their children's successful learning by providing information on identification of problems and appropriate interventions. Holding a meeting at the beginning of the school year with parents and learners can provide an effective introduction to the program. Parent visitations can be encouraged, and the need and interest in regular parent meetings can be determined. Many parents of learners in programs for the learning handicapped may need additional information and support. Ongoing meetings can provide parents with a better understanding of their adolescent children and can encourage them to join in family, social and recreational activities. Further coordination between the Resource Specialist Program, the regular program and the family can be established in this manner.

More formalized groups can be formed if a resource specialist has the inclination and energy. Groups dealing with adolescent development, the growth stages and demands of adolescence, parent-adolescent communication, crisis groups and others centering around identified parent interests might be established. Psychological service and support personnel can be of assistance in leading these groups. Some school districts have established inservice training programs for parents with adult education credit attached. A typical course description is provided in Appendix F (V).

Meetings With Teachers of Learners in Program

The goals of the Resource Specialist Program as they relate to extensive interaction with regular education staff have been mentioned previously (see Chapter II). An initial awareness program describing the goals and services of the Resource Specialist Program should be closely followed by small group meetings with the teachers of each learner in the program at the beginning of the school year. The purpose of these meetings should be to share information about the learning characteristics, strengths, and weaknesses of the learner. Resource room activities should be coordinated with the regular program and the specific needs for adaptation of the regular program determined. Follow-up meetings for demonstration of adaptation and instructional interventions, as well as the outcome of their use, should be scheduled. Some resource specialists have scheduled these meetings before and after school with refreshments provided. Some meet with teachers during their preparation periods, but the coordination of the learner's total program may not be accomplished by this method because of the teacher's varying schedules for preparation time. The resource specialist will need to consider the situation at her local school in order to determine the most efficient strategy for this coordination.

Meeting with Instructional Aides, Tutors and Volunteers

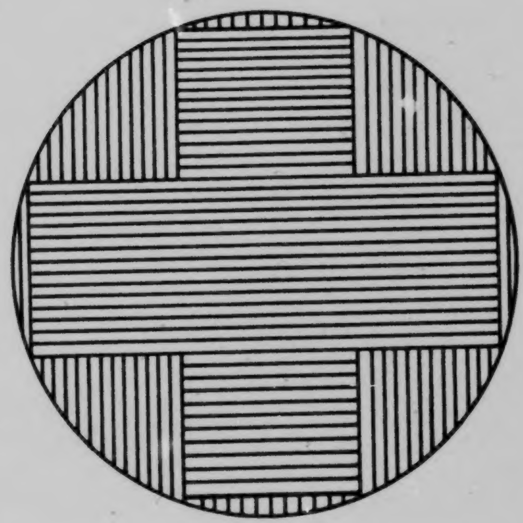
An initial meeting should be scheduled with aides, tutors and volunteers to acquaint them with the goals and purposes of the Resource Specialist Program, share learner data, and demonstrate the materials and instructional interventions to be used with each learner. Roles and functions of resource specialist and aide should be discussed and a delineation of responsibilities accomplished. In order to use each person most effectively, the special strengths of each aide, tutor, and volunteer should be determined. Organizational rules, classroom rules and expectations should be clearly delineated.

Many resource specialists meet with their aides on a daily or weekly basis to discuss learner progress and problems the aide may be having in implementing the learner's instructional plan. These meetings can also include skill training in behavior management, precision teaching or charting of other topics. Other instructional aides can also be invited to these training sessions. It is important for the resource specialist to establish a good communication system with the aide, as the aide will implement many of the details of the learner's instructional plan and other aspects of the program. The success of the program depends, to a large extent, on the resource specialist-aide relationship.

Some of the Responsible Local Agencies have developed more general inservice programs for instructional aides. Examples of these programs are included in Appendix F (V).

The need for inservice education of regular education teaching personnel and professional improvement of special educators cannot be overemphasized. Only with a trained humanistic teaching and support staff will we be able to meet the demands to educate *all* learners to their highest potential.

Appendices



Master Plan Agencies

APPENDIX A

Master Plan Agencies

R.L.A. (Responsible Local Agency)

Contra Costa County
75 Santa Barbara Road
Pleasant Hill, California 94523
(415) 944-3376

Humboldt-Del Norte Counties
Humboldt County Schools' Office
Post Office Box 1408
Eureka, California 95501
(707) 445-7649

Los Angeles Unified School District, Area D
Post Office Box 3307
Terminal Annex, Room H-110
Los Angeles, California 90051
(213) 625-6708

Sacramento City Unified School District
Post Office Box 2271
Sacramento, California 95810
(916) 454-8545

San Juan Unified School District
4848 Cottage Way
Carmichael, California 95608
(916) 484-2134

Santa Monica Unified School District
1723 Fourth Street
Santa Monica, California 90401
(213) 393-2785

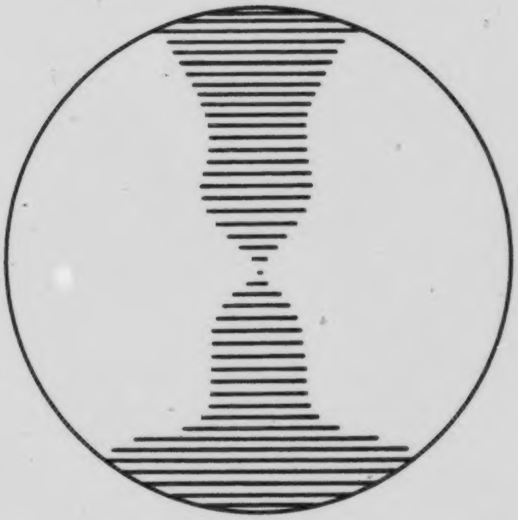
Stanislaus County
801 County Center IIIV Court
Modesto, California 95355
(209) 526-6596

Tulare County
202 County Civic Center
Visalia, California 93277
(209) 733-6324

Whittier Area Cooperative
14611 East Broadway
Whitter, California 96040
(213) 941-8711

Santa Barbara Office of Education
P.O. Box 6307
Santa Barbara, California 93111
808) 964-4711

Program Profiles



APPENDIX B

LOCATION:

Alhambra High School
150 E. Street
Martinez, California 94553
Contra Costa County, RLA

OPERATING YEAR: First

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST: Mrs. Merle Wilson

SAT MEMBERS:

Principal's administrative designee, Director of Guidance
Resource Specialist
Regular teacher or Counselor
Appropriate Program Specialist
DIS, where needed

ENVIRONMENT:

Geographic setting — Northern California, urban area, small city

Student population — 1,350 student enrollment; 60 students (approx. 4%) receiving special services; Ethnic Mix: 96% Anglo; 3% mixed minority, mostly Spanish surnames, 1% Black

Physical setting — Resource Center, average-sized room, lower floor of main building, furnished for and used only for this purpose

PROGRAM:

Grade Levels served — 9th - 12th

Number of children served — 24 on R.S. caseload, 6 on "watch and consult." Coordinator of: DIS - 16 (small group district); EAS - 18 (special class)

Structure and management — R.S.P. was developed and approved by the Curriculum Committee and presented to the faculty last year. Under the R.S.'s supervision are: special class (18 pupils); DIS (20 pupils); R.S. Program (24 pupils). Immediate supervisor of R.S. is the District Direct of Spec. Ed. at the secondary level and the high school principal. Cooperative principal participation. "Fringe" services being developed as program progresses.

Assessment & instructional planning process — Diagnostic tests used: Gates-McKillop Reading Diagnostic Tests; Spache Diagnostic Reading Scales; Woodcock; Gray Oral Reading; Key Math; Goldman-Fristoe-Woodcock Aud. Skills; Detroit; Metropolitan Achievement Test.

Curriculum — Individualized instructional plans to meet the needs of pupils. Pupils instructed in classes with regular students where desired, also a maximum of 6 pupils per group taught by R.S. or aide in basic skills of Math, English, or both, as plan directs. Materials selected to suit needs. Service to regular teacher includes: special curriculum materials, consultation, pupil assessment, and follow-up.

Resource materials — Resource Specialist In-Service Training Manual-C.C.C.; Contra Costa Co. Comprehensive Plan; Secondary pilot program established in area for 6 months prior to development of our plan; *Vocational Entry Skills*, Winifred Washburn, M.A. Books for the Blind and Physically Handicapped, California State Department of Education, Sacramento, CA
Library of Congress, Division of Blind and Physically Handicapped, Washington, D.C.
Enabler Program at Diablo Valley College, Pleasant Hill, CA
Various textbooks and materials for diagnosis and remediation of learning disabilities

Program entrance/exit criteria

Entrance

a. Referral form submitted to R.S. Diagnostic testing to determine exceptionality.
Development of background data and instructional plan by R.S.
SAT meeting, discussion and decision on placement. Placement follows.
Parent informed of meeting ten days in advance, invited to attend.

Exit

b. Review conducted by SAT.
Reasons for leaving program presented by R.S.
Decision made by SAT, vote recorded.
In questionable cases, recommendation that student be placed on "watch and consult," review scheduled at specific date. Parent informed of meeting and invited to attend. If unable to do so, parent/R.S. conference scheduled at earliest opportunity following SAT.

Progress evaluation design

a. Diagnostic testing in areas of exceptionality prior to placement.
Teacher evaluation of performance of each student at time of placement.
Parent interview, including estimate of performance level of student.
Achievement battery administered in areas needing support, at the beginning of placement.
b. Monitoring kept on daily progress of student by R.S.
c. Progress and evaluation design administered at initial placement repeated at review period where needed and at closing of school year in total. Individual instructional plan updated at each review period. Comparison shows progress.

Other features — The Resource Specialist coordinates the Special Class program, which is located on the school campus, with the total school program. Many innovations now progressing, not at reporting stage at present.

Availability of resources and their coordination — Excellent cooperation with school resources; needs serviced jointly by Resource Specialists, Director of Special Education secondary level; and support programs where recommended by the SAT or EAS. Work with the Work-Experience program run by the school. Also, coordination with the Voc. Development program operated as part of the RLA. Cooperative work skills evaluation program for 12th grade pupils made possible through the California Department of Vocational Rehabilitation (6 week program resulting in evaluation and recommendation for further training where necessary)

LOCATION:

Area A Diagnostic Learning Center
340 W. 224th Street
Carson, California 90745

CPA: Master Plan Office, Los Angeles Unified School District

OPERATING YEAR: Four years for Area A's D.L.C.

RLA/CPA FUNDING YEAR: Two years LA's CPA

RESOURCE SPECIALIST: Jonie Jones

DLC (SAT) MEMBERS:

2 Psychologists
1 Resource Specialist (Teacher)
2 Center Teachers
2 Education Aides
1 Language Specialist
1 Secretary

ENVIRONMENT:

Geographic setting — Urban

Student population — 128 students a year; 16 at a time for 3 weeks. Sent from other schools in Area A. 3 Jr. High classrooms have participated with their teachers. Follow-up services involve Jr. High & Sr. Highs, where former pupils are now enrolled. Ethnic balance — 5 races.

Physical setting — We share an elementary campus; separate building for adult population. Students meet in large conference room in new two-story campus building. 10 learning centers, carpeting and 2 of everything! Resource workroom in adult quarters. Resource Sp., separate office with room for in-servicing, conferencing, storage of supplies.

PROGRAM:

R.Sp. Goals & objectives

1. Resource Specialist provides follow-up services to students and their teachers when students return to their regular classrooms after assessment at the Diagnostic Learning Center.
2. Helps provide Educational Plan for each student.
3. Provides inservice training for teachers in remediation techniques, on-going instructional planning and teaching thinking skills by use of the affective domain. Inservices and Staff Developments may take place during school hours or after school and Saturdays for point credit.

Grade Levels served — K-6; 7th-9th

Number of children served — Resource Specialist. 50 junior high (complete service) plus, former students visited in secondary schools. (Short term) and (150 long term — all elementary, new and follow-up students)

Structure and management — The Diagnostic Learning Center sees selected students, 26% from EMR, EH, SDC and other special rooms and 75% from regular classrooms, for 3 weeks at a time, for indepth diagnosis and remediation of specific learning problems. Follow-up services are provided for the regular classroom child, the Special Education child, their teachers and school staffs. A week without children between sessions provides personnel an opportunity to evaluate material for final reports and team conferences. This "free" week is the busiest of all. See "other features."

Assessment & instructional planning process — Informal assessment is conducted by D.L.C. classroom teachers, with use of 20/30 assessment sheets; formal assessment by 2 psychologists. Resource Specialist is more involved in a comprehensive instructional planning process, which is ongoing.

Curriculum — Regular classroom curriculum with specific suggestions for materials made by Resource Specialist, (i.e., Transparencies and pupil dittos for thinking skills — The O.K. Classroom, etc.). We use psycholinguistic approach when appropriate — training suggestions geared to the ITPA, many tutorial materials used on 1 to 1 basis but perspective geared to total learning.

Resource materials—SRA Basic Math; Key Math; Kids Stuff; *Value Clarification*, Sidney Simon; Resource Room from South Carolina; St. Paul's *Cognitive Language Development Program;* Developing Listening Skills—Ed. Act., Inc.; *Piagetian Tasks.*

Program entrance/exit criteria

a. Teacher referral, because of behavior or academic deficit; administrator approved.

b. "Time" is our "criteria," but written reports evaluate the educational plan as set up by the DLC Team.

Progress evaluation design — Informal measures used by RSP and teachers. Formal measures used by psychologists, listed in guidelines. 6 month post test WRAT scores meet specific objectives in specifiec areas.

Availability of resources and their coordination — Community and district services are coordinated by the Diagnostic Learning Center. Referrals listed in guidelines.

Other features — Inservice is left to our staff — can be tailor-made to meet teachers' needs and requests. Resource Specialist deals directly with many administrators. She works one to one with students when appropriate for development of educational plan but works equally well with pupil's entire class when home teacher sets up "teaming" lesson. RSP — provides observational input on additional pupils in same room. In addition we have 138 correlated slides with a related cassette tape (done by Resource Specialist) as a presentation of the Diagnostic Learning Center's operation. It stresses elementary youngsters up through Jr. High in a few instances. (Since it's been shown for 2½ years — it should be updated). It is used at Principal's Meetings, PTA, advisory council, open house visitors and inservice training of teachers.

One unusual relationship has been introduced this past year as the Resource Specialist is used for "Motivational Purposes" by principals to help faculty members in terms of their responsibility to view difficult-to-reach youngsters with a more humanistic attitude and provide a personalized program designed to meet individual needs.

Another "team-up" took place upon request of the Health Center's psychiatric social worker, who requested the Resource Specialist to meet ½ hour before teacher arrival time with parents of a particular child whose teacher had been unable to communicate either with child or parent. In essence it was an impromptu SAT in an outside school.

Last year inservice resources were provided for other coordinators, nurses and psychologists doing their own inservices — multiplying the philosophy of the DLC and "Special Education," in general.

LOCATION:

Bert Lynn Middle School
Torrance Unified School District
5038 Halison
Torrance, California 90503
328-8080
CPA: Los Angeles County

OPERATING YEAR: Second

RLA/CPA FUNDING YEAR:

RESOURCE SPECIALIST: Jann M. Watson

SAT MEMBERS:

Resource Specialist
Counselor
Principal
Psychologist
Nurse
Speech Therapist

ENVIRONMENT:

Geographic setting — Southern California

Student population — WASP — about 600 students — about 30 students in program.

Sub-Physical setting — Near front of school — access to office — large room

PROGRAM:

Goals & objectives

1. To work more constructively with staff to improve attitudes and teaching methods
2. To help a student with poor self-concept feel better and then academics fall into place

Grade Levels served — 6th and 8th

Number of children served — 27 in RS program; 24 presently enrolled

Structure and management — Students programmed for no more than two periods daily. The six hour aide and resource worker with no more than 7-8 students — 48 minute period. Students programmed into resource room from class where they're having academic and/or behavior problems. In addition, some of the caseload and time is spent working in the regular classroom. Behavior modification system uses fake money as a reward and bank books as long term incentive.

Assessment & instructional planning process — Students referred by teacher, parent or self, then evaluated by SAT members. Report submitted to parents. Disposition based on the report. Instructional plan offered at the same time as the report; SAT jointly determines plan content at meeting, resource specialist determines implementation of plan. SAT Process — (1) referral (2) SAT discusses referral and goes over case study (if there is one) and cum records (3) different people on SAT do their own testing (4) SAT meets and confers about testing results (5) Instructional Plan developed and then determination of best placement (6) Parent conference with results shared.

Curriculum — Emphasis on Computational and Compositional skills (including handwriting). Students encouraged to write daily — first emphasis on getting thoughts down on paper, then, on the corrections (both rewarded). Research (individual) units are on-going.

Resource Materials— Evaluation Instruments: Key Math, WRAT Reading and Spelling, teacher made composition and handwriting test, health and development history-physical, if nurse deems it necessary; Slosson; 3 subtests of ITPA if psychologist thinks it necessary, full ITPA and WISC or Binet if Slosson questionable; Ravens Progressive Matrix and Bender if psychologist think it necessary; Composition/Research units: 50 states, What's happening in the Guinness book? Car and Cycle Know How, Sea Shells of California, Presidential Parade, Famous Inventors, What Do You Want to Be?, Horse Haven, Mystery Box (clue/day given in box). DLM sound foundation program. Living Skills — Presidents — Calendar Development.

Program entrance/exit criteria

1. No minimum academic deficiency requirement
2. Is released from program when objectives are met *or* when interim assessment indicates *NO* growth has taken place

Progress evaluation design

1. Hard data — Key Math, WRAT, PIAT, ITPA
2. Re-assess two - three times a year with hard data and many teacher conferences and parent conferences

Availability of resources and their coordination — Daily contact with full time Reading Specialist and counselor in school; weekly or bi-weekly contact with psychologist, nurse and speech therapist. Curriculum coordination with health and science teacher to support activities in those areas (drugs, sex education, etc.). Several students involved with probation department and outside educational help. Time spent to ascertain direction of these agencies to better coordinate efforts.

Other features — Counselor is responsible for referral system and SAT agenda — Good, supportive, strong principal in school. Resource Specialist does outside liaison with agencies. Work for field trips and other external motivating factors.

LOCATION:

Churchill Junior High School
San Juan Unified School District
4900 Whitney Avenue
Carmichael, California 95608
(916) 484-2467

OPERATING YEAR: Second

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALISTT: Jan Dahl; Lorna Russell

SAT MEMBERS:

School Administrator
Parent and Student
Nurse
Speech Therapist
Classroom Teachers
Program Specialist
*School psychologist and other pertinent community resources when deemed necessary

ENVIRONMENT:

Geographic setting — North Central California, mixed urban, suburban setting

Student population — Suburban, middle SES, low ethnic mix. Physically handicapped students are served by the program.

Physical setting — Resource Specialist Program shares space with Special Class in one classroom. Resource Specialists have separate office space near main office of school

PROGRAM:

Goals & objectives — To develop a student's learning strengths. To remediate a student in academic areas. To support the student's regular program.

Grade Levels served — Junior High School

Number of children served — 20-24 per each Resource Specialist

Structure and management — The resource room is organized for daily tutorial services for each student for one hour per day. The Resource Specialist develops the individualized instructional plans, and the students are assisted by the Instructional Aide II in carrying through with the daily plans. Counseling support is also provided for the students. The Resource Specialist supports the regular class program 5 periods a day, and provides weekly inservice training to staff.

Assessment & instructional planning process — A variety of standardized assessment instruments are used, depending on the students' needs. (Examples: The Wide Range Achievement Test, Gilmore Oral Reading, Nelson Reading Test, Receptive-Expressive Observation, Key Math, Iowa Test of Basic Skills, Stanford Achievement Test, Mann-Suiter Developmental Reading, Math Spelling, Inventories Screening for Handwriting.) The instructional plan is developed at the SAT meeting and coordinated by the Resource Specialist.

Curriculum — Individualized instructional plans are organized to develop a student's strengths, remediate academic areas, and support him in the regular program. Remediation is mainly based on Basic Skill areas. Materials included Corrective Reading, Reach Reading, Base Reading, Reading for Concepts, Barnell-Loft Skill Series, Scholastic Book Series, Botell Intermediate Spelling, Language Master, Xedia Machine, Etc.

Resource materials — AB 4040
San Juan Comprehensive Plan for Special Education
California State Master Plan for Special Education
RISE Report

Program entrance/exit criteria — Following parental approval for consideration, comprehensive data and information are collected and subsequently reviewed at a SAT meeting. Exceptional needs are prioritized and if the student is placed, a program prescription is written. If it is deemed by the SAT that the student can maintain himself in the regular program without support from the R.S.P. the student may be dismissed from the program.

Progress evaluation design — Weekly staffings with Designated Instruction and Services, special class teachers, psychologist, principal and Resource Specialist. Semi-annual SAT's.

Availability of resources and their coordination — Weekly meetings with above mentioned personnel. Meetings and contacts with Medical Center and Social Service Departments, Juvenile Probation, counselors in foster home placements, Alta Regional, California State School for the Deaf, Sacramento Low Vision Clinic and physicians, as needed.

Other features — Resource Specialists also coordinate all special programs and services within the school plant, including a program for Communicatively Handicapped Students (Deaf and Hard-of-Hearing), and a special day class for Learning Handicapped students.

LOCATION:

Denair School District (K-12)
Denair, CA 95316
Stanislaus RLA

OPERATING YEAR: First Year

RLA/CPA FUNDING YEAR: Second Year

RESOURCE SPECIALIST: Lorraine La Cava Vaille

SAT MEMBERS:

1. Principal (1 elem/sr elem. 1 h.s.)
2. Speech, language therapist (one day per week)
3. Psychologist (one day per week)
4. Nurse (2 days per week, scheduled 1½ days for Sp. Ed., 1½ days for Regular School)
5. R.S. Specialist

ENVIRONMENT:

Geographic setting — Rural school district with one elementary, one senior elementary and one high school all served by 1 R.S.

Student population — 800 +

Physical setting — located in senior elementary school store room, L formation, 22' long, 10' wide at one point and 16' wide at the other. Shelves for storage more than adequate. One filing cabinet, two tables, and five chairs (adult size and height: cement floors).

PROGRAM:

Goals & objectives — to act as onsite consultant to classroom teachers who have IWEN's integrated; coordinator of implementation and checking for review of IWEN's progress and program; remediator on a one-to-one basis or a small group basis; coordinator of DIS services such as speech therapy who are working with IWEN, also sitting on SAT meeting for their programs; coordinating outside services concerned with IWEN; assessing and writing instructional programs, coordinating with other SAT members; participant in Home Bound Program assisting in writing of instructional plan for IWEN, coordinating the SAT and EAS members at school site; inservice director for parents, teachers, and community acquainting them with Master Plan Goals and Objectives; coordinating departmentalized program teachers for the good of the IWEN whenever possible; serving on SAT managing paper and administrative activities of the onsite program.

Grade Levels served — K-12

Number of children served — up to 24

Structure and management — Follows AB 4040 guidelines. Aide assists in tutoring, bookkeeping and preparing materials. Parents have volunteered to type and assist in parent involvement workshops. H. S. IWEN's tutor other IWEN's at their own level of success. H.S. pupils are shceduled into R.S.P. 1 or more periods a day. The day is divided into ½ hour time slots with some of the H.S. students arriving during reg. class breaks to avoid stigma.

Assessment & instructional planning process — Key Math (stated objectives save time); Slingerland; Durrell Analysis of Reading Difficulty (balanced assessment); Quick Screening Test to Detect Sensory Motor, Perceptual & Language Impairment; Denhoff; Piagent R-L Awareness; Jordan L-R Reversal Test; WRAT; Diagnostic Battery from Jansky, Preventing Reading Failure; Comprehensive Career Assessment Scale, Jackson and Goulding.

Curriculum — Gillingham-Stillman multi-sensory approach to learning symbolic representation; phoneme/grapheme correspondance, phonics; spelling rules etc. is most helpful. Slingerland's adaptation for groups with her unique *Blending With Cards* is vital; along with Preparation for Reading and Reading from the Book. Use of Language Master and cards. Cross-age tutoring is the most effective approach for junior and senior high IWEN's to gain self-concept.

Resource materials — *S.T.E.P.* by Greenberger and Thum; *Structure of the Intellect* by Meeker; *Perceptual-Motor Training* by Capon; *Aids to Psycholinguistic Teaching*, Bush and Giles; *A Guide to Teaching Phonics*, June Orton; *Recipe for Reading*, Traud; Joy of Learning (unpublished); Vaille, System FORE; PIRAMID, is useful for arithmetic and reading objectives although the sequence is questionable.

Program entrance/exit criteria — Admission: parent, school or self-referral, school administrator screens initially, then SAT meets to assign assessment duties; parent permission obtained for testing; entry based upon needs as determined at the SAT where supplements to the regular program and modifications to the regular program are examined; if child can benefit by one to one or other goals and objectives, child is admitted. Exiting is by same process after all options are explored or at parent's written request, due process.

Other Features — A career planning program as indicated on attached sheet and the Community Involvement Workshop titled, "Centers for Service".

Progress evaluation design — Evaluation is done via pre and post test comparisons and checking the instructional plan as to competencies. Ideally, we post test with the same instruments pre-tested.

Sometimes we use logs to document progress (I prefer this). Logs provide an on-going check; pupil contracts; observation.

Availability of resources and their coordination — Full cooperation between R.S.P. and Speech Therapy and L.D. program in SAT meetings and programming, sharing materials and equipment. At present, no involvement in the drug abuse or pregnant minor programs seems necessary. Local physicians and mental health have been most cooperative. They have been particularly helpful in establishing rapport with parents. A liaison with the junior college program for our graduates is in progress. Modesto Junior College and Merced College have Enablers programs available for handicapped students. They provide counselling for careers as well as program planning for classes.

Resource Specialist Aide — Aide is integral part of program. One person is always in the R.S. Room for consultation, tutoring and the like. The aide does nearly all of the tasks outlined except those specifically stated in the law as taboo. She is a credentialed teacher. (indispensable). I call my Aide my Assistant officially.

LOCATION

Gunn High School
780 Arastradero Road
Palo Alto, California 94306
North Santa Clara County CPA

OPERATING YEAR: First

RLA/CPA FUNDING YEAR: Not Funded

RESOURCE SPECIALIST: Shirley Ann Brown

SAT MEMBERS

Assistant principal
Psychologist
Program Specialist
Speech and Language Therapist
Nurse
Resource Specialist

ENVIRONMENT:

Geographic setting — Suburb of San Francisco

Student population — Approximately 1,200 enrollment; Approximately 3% receiving special services; Approximately 94% caucasian.

Physical setting — Classroom in English Department—½ size of regular classroom—5 study carrels—3 desks—round study table—teacher's desk—area for listening to tape recorder—2 file cabinets

PROGRAM:

Goals & objectives

1. Having students function successfully in the regular program.
2. Remediate skills when appropriate and/or teach survival skills when appropriate.
3. Help coordinate students' daily school life for optimum success.
4. Informal inservice to teachers in all departments relating to the special education student and services provided for him.

Grade Levels served — 9-12

Number of children served — 24—daily RSP; 5—consultation; 10—speech and language

Structure and management — ½ day teaching and ½ day consulting and coordinating.

Assessment & instructional planning process — School Appraisal Team uses PIAT, Stanford Diagnostic Reading Test, WRAT and informal assessment methods.

Curriculum — Uses RFB tapes, Vocabulary Workshop Series, Springboard, for writing, S. Brown's spelling procedure, Singer individualized math, peer tutoring, and class contracts — Continental Press— class assignments from various classes.

Resource materials —

Program entrance/exit criteria — Referral—evaluation by psychologist, resource specialist, speech therapist and nurse—concensus of SAT—admittance or denial into program or further referral.

Progress evaluation design — The student leaves the program when he and the SAT sees adequate skills to succeed without assistance or if the SAT sees no growth or progress in the student. I monitor the students progress by direct contact with various teachers or through progress reports.

Availability of resources and their coordination — Works closely with Life Styles Center Coordinator and the Coordinator for the North County Regional Occupational Program in enrolling students for various vocational courses. Daily contacts with speech and language therapist and school psychologist, SAT chairman and drug counselor. Weekly contact with program specialist.

Other features —

LOCATION:

John Still Junior High School
2250 John Still Drive
Sacramento, California 95832
Sacramento City Unified School District

OPERATING YEAR: First

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST: William E. Pedley

SAT MEMBERS:

Resource Specialist
Program Specialist
Principal or Designate
Counselor
Parent

ENVIRONMENT:

Geographic setting — Central California; Urban

Student population — Urban; Ethnic mix

Physical setting — Resource Specialist room located centrally in school

PROGRAM:

Goals & objectives
1. Assist students in curriculum areas of social studies and science
2. Assist students in functioning in the regular classroom

Grade Levels served — 7th-9th

Number of children served — 26

Structure and management —

Assessment & instructional planning process — Resource Specialist assesses using the Wide Range Achievement Test and the Gray Oral Reading and the Gilmore. Psychologist provides most assessment.

Curriculum — Based on remediation in regular classroom subject areas. Emphasis is on social studies and science.

Resource materials — AB4040; Sacramento City Unified School District Comprehensive Plan for Special Education

Program entrance/exit criteria — Faculty members refer candidates who in turn are reviewed by S.A.T. Each semester students progress is studied by S.A.T. and recommendation made as to continuance in program.

Progress evaluation design — Weekly charting in all academic areas and success achieved in regular classes that are part of his or her program.

Availability of resource and their coordination — SB 90 program places all RSP students in developmental math and reading. A skills center takes 9th grade students ½ day/week, providing instruction in basic mechanics and office work. Student participate in on-campus jobs for one period daily. DIS services are coordinated by SAT. There is contact between Resource Specialist and Juvenile Probation.

LOCATION:

John Swett High School
Box 757
Crockett, California
Contra Costa County, RLA
(415) 787-1088

OPERATING YEAR: First

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST: Christine Hassell (415) 787-1891

SAT MEMBERS:

Resource Specialist
Principal, School Nurse and Attendance Person, Student's Guidance Counselor, DIS-Teacher, Resource Aide, School Psychologist (if necessary)
Dean of Students (if necessary)
Referring Teacher(s)

ENVIRONMENT:

Geographic setting — Semi-urban bay area—Western Contra Costa Co. along Carquinez Straits

Student population — 606 students; Racial mix—white 65%, Spanish Mexican surname 25%, Black 8%, Asian-Oriental 1%, Other 1%; Approximately 7% of total student body receive RSP services

Physical setting — We have a small office—but there is no R.S. room—we work in the regular classroom or in a meeting room with students (one to one or small group—seems to work out better—we're in the classrooms more and kids feel good about it)

PROGRAM:

Goals & objectives

1. Provide services to all students with exceptional needs so that they may receive and enjoy the benefits of a high school education—academically and socially
2. Minimize the frustrations for all students who have exceptional needs and who are adolescents
3. Provide vocational and occupational skills understandings and attitudes so they may be able to successfully compete in the world of work

Grade Levels served — 9th-12th

Number of children served — Total served—38

Structure and management — All pupils who have been identified are served directly, indirectly or monitored by the R.S. and SAT. Close contact is kept with the classroom teachers as well as guidance personnel. Referrals are received and reviewed at preliminary SAT meeting.

Assessment & instructional planning process — Detroit Test of Learning Aptitude; Specific Language Disability Test, Malcomeisus; WRAT; Key Math; Gates MacGinitie Reading Tests;

Beery-Buktenica; Draw-A-Man; WISC; Gates McKillop Reading Test; Basic Concept Inventory; LAC; Keystone Tele-Binocular Test; O.V.I.S.; Singer/Graflex Vocational Evaluation System.

Curriculum — Materials from Mafex, Xerox, Follett, Cambridge, DLM, Ideal, are used by R.S.P. and are given to the regular classroom teachers to use in place of, or reinforcement of the classroom materials. Vocational instruction and evaluation are implemented by the Singer/Graflex Vocational System. Some pupils are in the ROP program, other are in "in-school" work experience.

Resource materials — *Handbook in Diagnostic Teaching*, Mann and Suiter; *Learning Disabilities*, Johnson and Myklebust; *Spelling*, Westerman; *Learning Disabilities*, McCarthy and McCarthy.

Program entrance/exit criteria — Entrance: Review of referral from classroom teacher by S.A.T.; if it is felt that from the information given in this and problem description, the S.A.T. will assess further, contact the parents, etc: after case work up S.A.T. must certify that child has exceptional needs before he/she receives services. Exit: Based on achievement of goals and/or needs met.

Progress evaluation design — Semi-annual review—first must be completed before February 28th of school year; second—done usually before June

Availability of resources and their coorindation — Direct link to all services and programs within school and district, also surrounding districts and county programs. Transportation is the *biggest* factor. Have had consultations with Child Protective Services, and community center counseling programs.

Other features — Have provided regularly scheduled monthly meetings for parents to come together to share ideas and concerns. Also sponsored inservice activities for faculty and school administration re: high school students and learning disabilities and Master Plan services.

LOCATION:

Kit Carson Junior High School
1324 54th Street
Sacramento, California
(916) 454-8371
Sacramento City Unified School District

OPERATING YEAR: First

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST: Marcia Peters

SAT MEMBERS:

Principal or Vice Principal
Counselor
RSP
Program Specialist

ENVIRONMENT:

Geographic setting — Central California; Urban Setting

Student population — 840 students; 40 receive special services; Ethnic Mix: Spanish Surname 10%, Amer. Indian 1%, Other White 76.4%, Black 10.4%, Oriental 2.5%, Other Non-White 2%

Physical setting— Second floor, certrally located room. 20 by 20 feet, windows, bad echo, one light, essential equipment.

PROGRAM:

Goals & objectives

1. Basic skill remediation in reading and math.
2. Identify students with exceptional needs not already served.
3. Provide supplementary materials to regular teachers for students who have exceptional needs but can remain in the regular class with this extra material with positive learning achieved.
4. Provide a program with positive reinforcement to promote scholastic motivation.
5. Monitor and review progress of each student (IWEN) toward set goals.

Grade Levels served — 7th-9th

Number of children served — 15-22

Structure and management — Direct services (teaching) on a 4-day/week basis, 4 periods a day with one period for preparation and planning, and one period for work with DIS personnel in pupil assessment. Other indirect services (administrative duties, meetings, and consultations) are provided the remaining day.

Assessment & instructional planning process — Informal observational assessment by teachers, counselor, RSP; the WRAT given by the Resource Specialist. All other assessment is provided by the psychologist.

Curriculum — Curriculum is centered around basic skill remediation in spelling, reading and math. High interest, low vocabulary books are used for reading. Improvement in fundamentals is the goal for math work.

Resource materials — Teacher developed basic math series; individualized instruction incorporated: Intermediate continuous progress (spelling). Pendulum Press illustrated classics. State texts, Bamman high interest readers, wildlife adventure series, Morgan Bay Mysteries, Deep-Sea Adventure Series, field literature program.

Program entrance/exit criteria — *Entrance:* referral from school psychologist low basic skills: 2 or more grade level lag on WRAT. *Exit:* success in reaching goals-grade lag one year or better (less) skill level raised so student can maintain passing progress in regular class.

Progress evaluation design — Improvement of self-image-RSP assessment informal. Informal assessment by regular teacher (skill and behavior). WRAT. DIS personnel

Availability of resources and their coordination — Vocational experiences in the area of mechanical skills and office practices are provided to 9th graders one-half day a week. Program Specialist visits program one day a week. Speech therapist and school nurse are at school 2 days a week. Counselors conduct Transactional Analysis groups.

Other features — There is a part-time juvenile police officer on campus.

LOCATION:

LaLoma Junior High
1800 Encina
Modesto, CA
(209) 526-9060
Stanislaus County RLA

OPERATING YEAR: First Year

RLA/CPA FUNDING YEAR: Second Year

RESOURCE SPECIALIST:

Larry Dunn
1444 Kent Way
Modesto, CA 95355
(209) 524-4506

SAT MEMBERS:

Principal
Nurse
Psychologist
Program Specialist
Counselor
Parents
Regular Classroom Teacher

ENVIRONMENT:

Geographic setting — Urban, lower to upper social economic, predominately Caucasian, 25-30% Spanish surname

Student population — 1,000

Physical setting — Quonset Hut (This is the only special education program on the campus)

PROGRAM:

Goals & objectives

1. Help to assess pupils referred to SAT.
2. Prepare written instructional plan.
3. Provide specialized instruction intended to help raise pupil's skills to the level where he can succeed in the regular classroom.
4. Aid and support the pupil in his attempt to improve his self-concept.
5. Help regular classroom teacher deal with resource specialist program pupils more effectively.
6. Being the pupil's advocate on campus.
7. Liason between the school and family.
8. Advocate for the resource specialist program..

Grade Levels served — 7th & 8th grades

Number of children served — 20-24 at any one time; have had approximately 30 different pupils on case load during the year

Structure and management — The resource specialist and instructional aide provide services to 24 pupils. Pupils come to the resource room on the average of 1 period per day in groups of 3-7. Teachers may also request R.S. to come into the classroom to help pupil on content. Pupils were also sent by the teacher to the R.S. for specific help on class material.

Assessment & instructional planning process — Assessment consists typically of standardized achievement tests, informal measures, and service of psychologist. Tools used include: Slosson, WRAT, Boder, Jordan L-R, Roswell-Chall World Attack Skills, and DVMI. Diagnostic teaching for analyzing math and reading skills is also used.

Curriculum — Word attack, spelling, written language, some rules of grammar, basic math processes, some work in fractions and decimals make up the curriculum based on the pupil's individual needs. We also work on concepts that they have difficulty in learning during the regular classroom presentation, (they seem to have difficulty in processing at a speed fast enough to keep up with the class).

Resource materials — Transactional analysis materials including *Born Free*, and T.A. for Children (adapted to Junior High). Junior High Language Arts Curriculum developed by teachers at Mark Twain Junior High, Modesto.

Program entrance/exit criteria — *Entrance* is based on the handicapped condition and severity of the pupil's needs as determined and prioritized by the SAT. *Exit* is based on SAT recommendation after looking at the pupil's improved performance and ability to function in regular classes.

Progress evaluation design — Close contact with the regular classroom teachers is maintained on a periodic basis. Objectives are monitored as needed (may be daily for academics, or monthly for behavior in regular classes).

Availability of resources and their coordination — Available resources include a nurse (½ time); speech therapist (½ day per week), psychologist (on call basis). Coordination of services is through the principal, who is advised by the resource specialist.

Other features — A sequential math skills and word attack skills worksheet program has been developed this year for these pupils. Flexibility of scheduling. Resource Specialist Program with its limited caseload and fulltime aide has allowed the resource specialist to develop individualized assessment and remedial materials.

LOCATION:

Lompoc Senior High
515 West College Avenue
Lompoc, California 93436
(805) 736-2371
Santa Barbara County Comprehensive Plan for Special Education

OPERATING YEAR: First

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST: Donald Webb, Ph.D.

SAT MEMBERS:

1. Vice Principal
2. Resource Specialist, Program Specialist
3. Teacher/Counselor
4. Program Specialist
5. Designated Instruction Personnel
6. Others as needed

PROGRAM:

Goals & objectives

1. Provide identified students with a successful school experience in an effort to (1) enhance their sense of self-worth, personal dignity, and individual responsibility, and (2) prepare them for post-graduation.
2. Integrate individuals with exceptional needs into the mainstream of the general school population by providing direct and indirect instructional support to students and direct and indirect service support to teachers and counselors.
3. Maximum utilization of the resources and programs available within the school and community to meet the needs of exceptional individuals.

Grade Levels served — 9-12

Number of children served — 24

Structure and management — Three periods of instruction of small groups in reading, math and values clarification. Three for (1) program administrative/coordination; (2) teacher consultation/inservice; (3) direct service to students in regular classroom by (a) withdrawing an individual for tutoring or in a group with or without regular students during regular class period, (b) working in class with regular teacher, and/or (c) working in class with individual students or in groups with or without regular students included; (4) diagnosis and assessment; and (5) community contacts and parent conferencing. One period for preparation of instruction.

Assessment and instructional planning process — SAT conducts pupil study and formulates instructional plan. Assessment includes regular classroom observation, academic and career evaluation and student, teacher, counselor, parent, community and DIS input. Formal devices primarily used are Woodcock Reading Master Test and Key Math, with others used to assess strengths and weaknesses in perceptual and memory areas when a need is indicated. Once specified, objectives are formulated. Students are given opportunity to prioritize and choose which to work on.

Curriculum — All curriculum, other than specified graduation requirements, is established through diagnostic/prescriptive strategies. For 9th and 10th graders instruction in the resource room when a placement for such instruction cannot be found in regular curriculum; otherwise, skill development in these two areas as well as in English is approached in regular classrooms through indirect and/or direct service support to teachers, and/or direct instructional support to students as needed. Additionally, group counseling, primarily, using values clarification is also offered as needed including regular students and a counselor when possible.

Resource materials — *Mainstream Special Education: Issues and Perspectives*, Phillip Mann (Ed.); *Instructional Alternatives for Exceptional Children*, Evelyn Deno (Ed.); *Mainstreaming: Program Descriptions in Areas of Exceptionality*, CEC Information Services and Publications; *Mainstreaming: Toward an Explication of the Construct*, Martin Kaufman et al; *Teacher-Student Relationships: Causes and Consequences*, Brophy and Good; *Bib. on Mainstreaming*, CRRC, June 1975.

Program entrance/exit criteria — An evaluation by the SAT of student referrals from teachers, student himself, parents, counselors, etc. with decisions based on teacher observations, classroom assessments, formal assessments, parents observations and student's self-evaluation.

Progress evaluation design

1. Ongoing monitoring of progress by student's self-recording procedures.
2. Monthly student conferences or as needed.
3. SAT evaluation as need arises.
4. Annual SAT evaluation of student progress.
5. Measures: Teacher/resource specialist designed procedures and/or formal tests.

Availability of resources and their coordination — When a need is indicated, the psychologist, nurse, community agencies, work experience coordinator and ROP personnel are involved in the SAT evaluation process. The Resource Specialist and/or counselors coordinate efforts of support personnel.

LOCATION:

Martinez Unified School District
Court and Warren Streets
Martinez, California 94553
Contra Costa County School

OPERATING YEAR: First

RLA/CPA FUNDING YEAR: First

RESOURCE SPECIALIST: Tom Castro

SAT MEMBERS:

School Nurse, Parent, Social Worker, DIS (Speech), R.S. Aide, Teacher (referring)
D.I.S./LDG Teacher
School Psychologist
2 School Counselors (one acting as administrative appointee)
Community Agency Representative (i.e. Reading Specialist)

ENVIRONMENT:

Geographic setting — Blue-collar, county seat community; Semi-suburban, old, established large town

Student population — 90% Anglo; 5% Spanish surname; 3% Black

Physical setting — In main hall with regular classes—room size 25' by 36'. Office/conference/resource material collection room

PROGRAM:

Goals & objectives

1. Help pupils improve their self-image.
2. Shoot for positive academic achievement.
3. Help pupils to look more positively toward school.
4. Teach survival skills (academic and social)
5. Help pupils overcome their handicaps (strengthen weaknesses and strengths).
6. Provide counseling for pupils and an alternative to formal discipline.
7. Screen and diagnose pupils with learning problems.
8. Coordinate Special Education within this school and between other schools and the community.
9. Help regular teachers with instruction of R.S. pupils.

Grade Levels served — 7th-8th

Number of children served — 24 pupils

Structure and management — All pupils are mainstreamed 100% of the day. R.S. and aide monitor and help implement the educational objectives within the regular classes. We are working primarily in Shop, Home Economics, Reading, Math and English classes. The aide occasionally tutors our pupils who are falling behind in other classes or who need tests read to them. On occasion we pull out pupils for 1:1 or for teaching them how to use a particular kit or materials, and for counseling.

Assessment & instructional planning process — Key Math; Kottmeyer Informal Reading and Spelling Tests; Operational Assessment Tool; Wepman Auditory Discrimination; P.I.A.T.; Slingerland; Gilmore Oral Reading Tests; Stanford, Developmental, and Durrell-Sullivan Reading Achievement Tests

Curriculum — All materials are self-correcting, except tests. We often edit tests so that multiple choice/true-false answers are parallel to those of regular pupils. We use cassettes for auditory analysis/synthesis. Houghton-Mifflin, "Indiv. Computation Skills"; Barnell Loft, "Specific Skills Series"; *Readers Digest;* SRA; *Reading Attainment Systems; Reading for Concepts;* teacher made spelling; *Botel Spelling; Mott Language; Sullivan Reading; Herr Phonics; Spectrum Math,* Xerox Creative Writing.

Resource materials — Santa Monica U.S.D. secondary schools special education programs; Castro Valley U.S.D.; CANHC Conference (Good Teaching Practices)

Program entrance/exit criteria — (a) Unsuccessful in regular classes (either behaviorally or academically) and at least two years behind grade level in an academic area; (b) 1. Successful achievement at regularly assigned "regular" class work; 2. Request of parent

Progress evaluation design

1. Regular teacher conferences
2. Pupil conference
3. Observation in class
4. Pupil self-charting
5. Parent conference

Availability of resources and their coordination — Limited communication with probation, social services and mental health departments. Excellent communication with one social worker who has helped with more difficult behavior problems. R.S.P. serve some DIS (LDG and speech) pupils. All materials are available to regular teachers and DIS. Excellent communication/coordination with other special education divisions, and limited communication with County Drug on campus, rap-group Personnel.

Other features — We enjoy getting into the classroom and demonstrating a sample lesson for teachers and working with our pupils in regular classes. We emphasize and demand that all R.S. pupils be helped in the regular class *only*. We help other non-R.S. pupils in regular classes to unstigmatize our R.S. pupils. We know of no secondary program which truly mainstreams all R.S. pupils 100 % of school day (the R.S. goes to the student in the class rather than the pupil being pulled out)

LOCATION:

McKinleyville High School
1300 Murray Road
McKinleyville, California 95521

OPERATING YEAR: Second

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST: Linda Petersen

SAT MEMBERS:

Speech Therapist
Adaptive P.E.
Principal
RST
Classroom teachers are invited,
Nurse
Parent
Student

ENVIRONMENT:

Geographic setting — Mid-sized community high school in semi-rural school district

Student population — 850—lower middle class SES, small number of Portuguese, 15% Native American

Physical setting — Large room, kitchen facilities, home-like setting (couch, etc.) In same wing with regular classes.

PROGRAM:

Goals & objectives — Supportive instruction for students' regular classes and developmental/remedial program

Grade Levels served — 9th-12th

Number of children served — 24

Structure and management — Students are scheduled into RSP according to needs (some require no regularly scheduled time in resource room). Much RST time is spent facilitating and directing services and curriculum. Much actual implementation is done by aides, peer tutors, regular class teachers, in individual, small group, or classroom settings.

Assessment & instructional planning process — Follow Humboldt-Del Norte M.P. Model Process. *Reading:* Woodcock and/or CTBS, Spache, Doren Diagnostic. *Math:* Key Math and/or CTBS. Conventional Behavior Rating Scale, Ed. History. *Abstract Reasoning:* Raven Progressive Matrices; Agency work-ups; Speech Therapy/Ad. P.E. Assessment, Nourse's exam.

Curriculum — Regular school curriculum, adapted texts, individualized materials, commercial special education curriculum materials

Resource materials — Master Plan Model—Humboldt-Del Norte Project. Gabriele Gurski's help.

Program entrance/exit criteria — Individualized—based on assessed needs and priorities and actual student progress

Progress evaluation design — Semi-annual review and annual review. Continuous monitoring of pupil progress through teacher consultation, written reports, grades and student self-checks.

Availability of resources and their coordination — Vocational education aide who works directly with RST Aide provides tutoring/instruction for regular vocational classes and alternative vocational experiences for students who cannot successfully participate in regular program. One RST provides work experience and work study placements. A vocational education counselor works with RSP seniors on job interests, abilities, skills.

LOCATION:

Righetti High School
941 East Foster Road
Santa Maria, California 93454

OPERATING YEAR: First

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST: Angela Marese, M.Ed.

SAT MEMBERS

Chairperson—Assistant Principal
Resource Specialist
School Nurse
Head Guidance Counselor

Classroom Teacher, Parent, Student
Program Specialist
*School Psychologist (not a mandated member)

ENVIRONMENT:

Geographic setting — Northern Santa Barbara County; Suburban/semi rural

Student population — 17% receive Special Educ. services. Ethnic Mix: 70% Caucasian, 25% Mexican, 1% Black, 4% Other

Physical setting — Located in "D" block, Room No. 174. Room size 28' by 29' — Description: wall to wall carpeting, 4 rectangle student working tables, 1 round student working table, 20 student chairs, 2 bookcases, 2 legal size file cabinets.

PROGRAM:

Goals & objectives — Provide instructional planning, special instruction, tutorial assistance or other services to those individuals whose needs have been identified by the School Appraisal Team as being exceptional.

Grade Levels served — 9th-12th

Number of students served — Official maximum number—24

Structure and management — Learning Centers: Math, English, Social Studies, Science. Each student reports to subject teacher before reporting to resource room. Student then brings assigned work to resource room and works off an individualized plan.

Assessment & instructional planning process — Resource Specialist gives informal reading and mathematics tests. All psychological testing is done by school psychologist or psychometrist.

Curriculum — Curriculum emphasis is on high interest/appropriate reading level materials in consumer and career education. A great deal of emphasis is placed on values clarification, developing a positive self-concept, work education and "survival skills," in both school and community.

Resource materials — Materials from Pilot 1974-75 Resource Specialist Program at Santa Maria High School
Program entrance/exit criteria —
a. The student can be referred to the RSP by himself, a parent, teacher, counselor, other school personnel or an outside agency.
b. Exit Criteria—Based on Resource Specialist evaluation with SAT approval.

Progess evaluation design — Annual SAT evaluation of student progress. Twice per month monitoring forms are distributed to each one of the student's teachers. Attendance check once per week and a mid-semester grade check.

Availability of resources and their coordination — Resource Specialist and SAT utilizes services of juvenile probation, mental health, social workers, SARB, and work experience coordinator as needed.

Other features —

LOCATION:

Roosevelt Junior High
Modesto, California 95350

OPERATING YEAR Second

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST Beth Cretser

SAT MEMBERS

Principal/Vice-Principal
School Nurse
Psychologist
Classroom Teachers
Speech, Language Therapist
Program Specialist
Parents

ENVIRONMENT:

Geographic setting — Urban school, conservative lower-upper middle class, predominantly Caucasian

Student population — Age range 11.8-15 years. R.S. serves 80% boys; approximately 60% are lower class.

Physical setting — Quonset Hut without air conditioning (four out of five of the Quonset Huts contain Special Education classes)

PROGRAM:

Goals & objectives —

Student:

1. To get behavior under control; assume responsibilities; show respect for others (expectations are clearly stated).
2. Academic Objectives: raising expectations of what the pupil can do in reading, writing, spelling, and math.
3. Understanding that the harder they work, the faster they will get out of the program.

Teacher:

1. To keep communication lines open with teachers, administrators and parents (always on the phone and sending out progress checks to teachers).
2. To facilitate success in the regular classroom—monitor entry into the regular class by working closely with those teachers on pupil expectations, etc.

Grade Levels served — 7th-8th; Age range 11.8-15 years, 80% boys; 60% lower SES

Number of children served — 24 on current caseload, has seen 60 since the beginning of the program 1½ years ago.

Structure and management — Pupils are hand scheduled into the R.S. room for up to three periods. In addition, may come in for tests, quiet area, counseling, finish assignments. There are between 4 and 9 pupils per period. Aide duties: counsels with pupils, reports grades, score papers and tests, schedules calendar for R.S. parent contact, and is always in the room. R.S. works with pupils, teachers and parents, as well as observes in the regular classrooms.

Assessment & instructional planning process — Talking with teacher to pinpoint behaviors, and with counselor on behavior and academic problems, and talking with parents to get their point of view. Assessment includes: Key Math, quick math, vocabulary lists, Boder Spelling and Reading, Woodcock, Slingerland, Jordan Left-Right Reversal Test, Piaget Right-Left, Boehm, Temporal Concepts, WRAT and Stanford Diagnostic Reading Inventory. Plan includes academic and behavior objectives.

Curriculum — Basic skills using: Lennes Essentials (basic math 2-6th grades); Singer Math Box; Money Makes Sense; State spellers; Economy Corp. Spelling Box (1st-adult); SRA Pilot Library Series; SRA Reading Box; Economy Corp. Reading Program (primer-6th grade); Scholastic Book Series; Reluctant Readers; Action Reader Series; PAL paperback (Xerox); Continental Press English Language and Usage; Continental Press — Decimals, Fractions, and Percentages.

Resource Materials — *Mann/Suiter Diagnostic Teaching; Competent Infant* (research and ideas); Myklebust and Johnson, *Learning Disabilities;* and resource materials from the Santa Barbara conference for Resource Specialists, Spring 1975.

Program entrance/exit criteria — Most pupils have learning problems along with subtle behavior problems. Pupils may also be from group homes, who do not want them placed in special day classes. Pupils may leave the program when they have met their objectives. The Written Instructional Plan is written with *exit* performance objectives.

Progress evaluation design — About monthly, the R.S. sends out a scholastic check to all teachers to review the progress of the pupils in the R.S. Program. The R.S. also does a quick test every 3 months on basic skills. The pupils each have a progress card so that they can monitor their own progress. Reviews are done periodically and are based on the objectives in the WIP with the WRAT, Key Math, and Quick Math used for testing progress.

Availability of resources and their coordination— There is a Resource Teacher for curriculum in the school, as well as additional support personnel. Their coordination is done informally by the Resource Specialist. Behavior management is worked out through the group homes and family services (when they are involved) so that there is continuity between the school and the home.

Other features — Within Roosevelt Junior High there is a school within a school and pupils are encouraged to refer themselves to the Resource Specialist Program or to refer their peers. The Resource Specialist Program tries to maintain an informal approach to communication with the regular teaching staff.

LOCATION:

Ross Senior Elementary
Fox Road and 7th Street
Hughson, California

OPERATING YEAR: First

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST: Mrs. Cindy Murray

SAT MEMBERS:

Psychologist
R.S.
Principal
Teacher
Counselor

ENVIRONMENT:

Geographic setting — Rural Area (farming community)

Student population — 200 population (?); 5% receiving service; White and Spanish-speaking

Physical setting — One fourth of regular classroom, which is divided by book shelves. Off of library.

PROGRAM:

Goals & objectives — Remediate reading problems—improve basic spelling and writing skills, teach basic addition, subtraction, multiplication, division facts and fractions, have students succeed in regular classes, improve peer relations, self-concept and diminish behavior problems.

Grade Levels served — 7th-8th

Number of children served — 15

Structure and management — Pupils seen in small groups on a daily basis. My aide does a great deal of the instruction and I do the evaluation, writing plans and instruction at my other two schools. I'm the Resource Specialist for the district and cover grades K-8.

Assessment & instructional planning process — Assessment includes: Roswell-Chall, Boder, PIAT, Informal Math Assessment, Writing Sample, Detroit Test of Learning Aptitude, Beery Test of Visual Motor Integration, Woodcock, Informal Reading Inventory, and El Dorado Reading Objectives, sometimes System Fore, Wide Range Achievement and Key Math.

Curriculum — Instruction in the basic skills of reading, math and spelling using the *Barnell Loft Specific Skills Series*, a teacher made math series, *Continuous Progress Spelling Programs*, *Corrective Reading* by SRA and *Phonics We Use* by Lyons and Carnahan. Most of my pupils are functioning 3-5 years below grade level. Use language master, Phonics games, SRA reading lab, Herr Auditory Perception Program.

Resource materials— El Dorado Reading Objectives, Kids Stuff, *Reading Games and Activities* by Dorsey, *The Spice Series*, *Handbook in Diagnostic Teaching* by Mann and Suiter, *Reading Activities for Child Involvement* by Spache, *Diagnosis and Remediation of the Disabled Reader* by E. Kwall.

Program entrance/exit criteria — SAT Recommendation — Student unable to succeed in regular classroom, functioning several years below grade level. When child is making adequate gains in both regular and RS program, and objectives are met

Progress evaluation design — Use objective criteria questions and check W.I.P. Use post tests, PIAT, Boder, Stanislaus for indication of growth.

Availability of resources and their coordination — County Office has coordinators, program specialists and Marilyn Stem available for assistance. Also the school psychologist.

Other features — This is the first year any special program was available for the junior high students.

LOCATION:

Santa Fe High School
10400 Orr and Day Road
Santa Fe Springs, California
Whittier Union High School District
(213) 698-8121, Ext. 4552

OPERATING YEAR: Second

RLA/CPA FUNDING YEAR: Second
Whittier Area Comprehensive
Plan for Special Education
14611 East Broadway
Whittier, California 90604, (213) 944-9995

RESOURCE SPECIALIST: Kendra Rose

SAT MEMBERS:

Assistant Principal of Guidance
School Psychologist, Counselor
Parent and Student, Speech Therapist, Program Specialist, Reading Specialist, Teacher (referring), Nurse, Aide, R.S., others as needed

ENVIRONMENT:

Geographic setting — Urban

Student population — 2,500 students/school lower-middle socio-economic range, 55% Anglo, 40% Chicano, 5% Black

Physical setting — Entire school in 50's construction, single level, resource room centrally located on campus, air conditioned and carpeted, seating in rows, centers around perimeter of room, office adjoining

PROGRAM:

Goals & objectives

1. Instruction and services for students whose needs have been identified in a written instructional plan.
2. Coordinate educational services and guidance to students with exceptional needs.
3. Provide consultation, information, and materials to regular staff and parents.
4. Evaluation of student progress, revision of educational plans, and later follow-up.

Grade Levels served — 9th-12th

Number of children served — 24 in resource room; outreach totals about 50 allowing for flexibility to respond to crises, short term work, observation and consultation

Structure and management — Students come to the Resource Room no more than one period per day, some less. There are 9th, 10th, 11th, and 12th graders in the room during the same period working on their respective assignments either independently or in small groups. Each student has his own folder which contains instructional plans, daily lesson plans, program schedule, charts and graphs of own progress, past work, and anything else that is pertinent. Two of the six periods in each day are used for consultation, preparation, communication, etc.

Assessment & instructional planning process — Referral may come from teacher, counselor, parent or student himself (own referral form). Informal interview with child first, then check cum, other teachers and parents. SAT agenda is set up (SAT meets regularly) SAT may result in trial, or placement in resource room. RST draws from all SAT members to write instructional plan. RSP assessment with PIAT, WRAT, McCall Crabbes, Gray Oral, Spache reading, teacher-made interest inventory and arithmetic tests. Arithmetic test is based on the Spectrum Series. If indicated, may use Wepman and Frostig. Consideration of WISC (or WAIS), CTBS, Bender, ITPA, Standard Achievement.

Curriculum — Uses regular curriculum materials and texts that are used in classroom and remediate through those mediums. Supplements with tapes from master tape library in Sacramento, globe, maps, puzzles, and games.

Resource materials — Language master, tape recorder with headphones, Barnell Loft, Action Libraries, Pal paperbacks, calculator, stop watch, Spectrum Math Series—Myklebust and John's book, *Aides to Psycholinguistic Teaching, Resource Specialist Program An Access to Excellence (reference)*

Progress Evaluation Design — Baseline data from referral form and observations, explain and work out goals and objectives with student, he keeps a record by marking a graph or checklist and charts his own progress. The R.S. and aide also chart progress and keep records to compare with baseline and objectives. Formal evaluation in these areas as specified in Ed. Plan for semi-annual and annual review. Observations recorded. Present and past attitude inventory by student and others. Pre and post-testing in academic areas.

Availability of resources and their coordination — Reading Clinic and Center on campus for students reading a number of grade levels below their grade. They receive English credit for their work in either the clinic or center. Expanded Horizons—tutoring and/or counseling especially for the Mexican-American students. Nurse, reading specialists, school psychologist, district psychologist, career and job advisor, program specialist, ARLC coordinator, speech therapist, counselors.

Other features — An academic (or behavioral) first aid station. The student is in for that academic "band-aid" or "booster shot" and then is on his way. He may have to come back, he may not. There is finally a place to get help. Student often refers himself or a friend. So worthwhile! Our film "We'll Get There."

LOCATION:

Santa Maria High School
901 South Broadway
Santa Maria, California 93454
Santa Barbara County

OPERATING YEAR: Second

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST: Evelyn Boswell

SAT MEMBERS:

Principal's designee/Vice-Princ.
Resource Specialist
Program Specialist
School Nurse, Counselor
Others as needed (District Psychologist or Psychometrist usually requested)

ENVIRONMENT:

Geographic setting — Located in the Central Coast, semi-rural setting, town population at 25,000.

Student population — 2,300; 60% Caucasian, 32% Mexican-American, 4% Black, 4% Other; serving 15% of student body with special education services.

Physical setting — One Resource Room located far south end of campus, 20' by 30' including two conference rooms, sink, cupboards, circular tables, study carrels, carpeting

PROGRAM:

Goals & objectives — The main goal of the program is to enable students identifed as IWENS to achieve an individual level of success. My services include assisting in the identification of exceptional individuals, coordinating the writing and implementation of the instructional plan, coordinating other school services for each individual and following through on each IWEN placed in the program by S.A.T. with an emphasis on the least restrictive environment or on mainstreaming.

Grade Levels served — 9th-12th

Number of students served — 24 plus (fluctuating enrollment)

Structure and management — Students placed in program are given choice to utilize resource center. Students in the resource center are expected to complete a reasonable task every day in relation to individual levels of success.

Assessment & instructional planning process — Psychological services assess most students for the Resource Specialist program. Resource Specialist develops instructional plan, utilizing student interviews, reports from Psychological Services, referral information and pupil study from S.A.T.

Curriculum — A multi-sensory approach is used as a basis for most individual programs. Emphasis is placed on developing student's self-concept through normalizing decision-making and self-discipline. Curriculum centers on four basic areas: math, communication, science and social studies, ranging in ability level 2.0-9.0.

Program entrance/exit criteria — Entrance is determined by referring party, screening committee, psychological services, and S.A.T. student input. Resource Specialist is a mandated member of screeening committee and S.A.T.

Progress evaluation design — Semi-annual S.A.T. evaluation of student progress and annual S.A.T. evaluation, both at school level. At classroom level, students are evaluated on a daily basis. Outside class students are evaluated by a monitoring system.

Availability of resources and their coordination — Resource Specialist has liaison with Tri-Counties Regional Services, EAS, SARB, county probation office, and local mental health services. Within the District DIS services are coordinated by R.S.T. and Director of Special Education. One counselor and the R.S.T. deal with coordinating functions on campus.

Other features — Special Education Work Experience Coordinator for 76-77—Career Education for IWENS Project including Mobile Learning/Assessment Center and R.O.P. Assistance.

LOCATION:

Vandenberg Junior
Vandenberg Air Force Base
234 South N Street
Lompoc, California 93436

OPERATING YEAR: First

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST: Jim Weaver

SAT MEMBERS:

Resource Specialist
Principal
Counselor
Teacher
Psychologist
Nurse (when needed)

ENVIRONMENT:

Geographic setting — Central Coast, in town of 25,000 adjacent to air base

Student population — 850 students; 40 in adaptive P.E., 4 receiving speech therapy, 8% Black, 1% Other

Physical setting — One of the regular rooms in a school of 850. 7th and 8th grade students

PROGRAM:

Goals & objectives

1. To help assess students referred to the SAT.
2. To prepare instructional plans for all students in the Resource Specialist Program.
3. To provide instruction called for in the instructional plans, designed to raise each student's skills to the point where he/she can succeed in the regular classroom.
4. To improve each student's self-concept.
5. To work with teachers to help them work more effectively with students who have exceptional needs.
6. To keep parents informed of the progress of their child.
8. To help parents deal more effectively with their children.
9. To coordinate educational services to all students with exceptional needs at our school.
10. To cheerfully represent our program at all necessary meetings.

Grade Levels served — 7th and 8th

Number of students served — 24 daily in Resource Program plus other IWENs as needed

Structure and management — The Resource Specialist and Instructional Aide provide services to 24 students. Students come to the resource room on the average of one period per day in groups of three to seven. The Resource Specialist develops the IP, with the help of the SAT after meeting with student, parents, teachers, and counselor.

Assessment & instructional planning process — Assessment consists typically of standardized achievement testing, informal measures, and services of psychologist. The resource specialist works with the student in class, with the parents, teachers, and counselor and develops the IP with the help of the SAT. Key Math, Woodcock, WISC are formal assessment tools.

Curriculum — An emphasis is placed on improving attitude and behavior through providing success experiences as well as individual and group counseling. Skills of reading, writing, and computation are basic curriculum, but these are often adapted to fit needs of student in other academic subjects.

Resource materials — *Value Clarification*, Sidney Simon

Program entrance/exit criteria — When a child is referred to the SAT, an assessment is made to determine his or her individual needs. Each person is considered individually, but generally an effort is made to determine if the child is under-achieving, and if so why. Once academic and social needs are determined, the best way to meet these needs is established. When the student is capable of functioning on his own, he is moved out of the program.

Progress evaluation design — Semi-annual evaluation of student progress by SAT. Progess on instructional goals is measured by standardized tests when appropriate. For goals that are not accurately measured by standardized tests, individual tests are developed by the Resource Specialist with the help of the SAT.

Availability of resources and their coordination — The Resource Specialist coordinates DIS available at the school. These include adaptive PE, speech therapy, and the services of a psychologist one day a week.

LOCATION:

Winship Junior High
2500 Cypress Avenue
Eureka, California 95501
(707) 443-0861, Ext. 341
Humboldt-DelNorte RLA

OPERATING YEAR First

RLA/CPA FUNDING YEAR: Second

RESOURCE SPECIALIST: Ran Perry

SAT MEMBERS:

RST
Program Specialist
Principal's Designee
Parent

ENVIRONMENT:

Geographic setting — One of three junior high schools in rural county school system.

Student population — 587—varied SES—about 7% ethnic minority enrollment, mostly Indian (22)

Physical setting — Portable classroom, proximity to regular classes. Room is 25' by 35' and is used for a special class and a RSP

PROGRAM:

Goals & objectives — Student success in regular class; remediation of student skill deficits provide a warm accepting and encouraging atmosphere for students. Open and maintain a communication channel for parents of IWENS.

Grade Levels served — 7th-9th

Number of children served — 22-24

Structure and management — Tutoring, monitoring progress in regular class, direct aid in helping student. A class of ten 9th grade math students—5 IWENS and 5 regular students. A contingency managed center supports the academic subjects, allowing students rewards and free time.

Assessment & instructional planning process — Background information from cum folder (CTBS scores, health, grades), Teacher and student interviews, Instruments: WRAT, Key Math, Woodcock Reading, PIAT, Spache, Parent expectations, demands, and interests are considered. RST pulls students out of regular classes to test. Meets with teachers and parents.

Curriculum — Reading, spelling, math; programmed instruction, high-interest-low vocabulary reading systems

Resource materials — Botel for spelling, Webster, Merrill Math Program, SRA, 3a, RFU, Real Stories, Reader's Digest, Education Controlled Reading, Math games from creative publishers, Dolch materials

Program entrance/exit criteria — Entrance by severity of need and SAT determination; exit determined by improved performance in regular class and ability to function in regular classes

Progress evaluation design — Semi--annual review. Weekly progress reports sent to each teacher covers academic and behavior. Reports carried home by students.

Availability of resources and their coordination — Program specialists do coordination of both district and community resources. We have available nurse, speech and hearing, visual handicapped, psychologist, program specialist within the district.

Other features — Flexibility of scheduling. Mixing of special class and RSP in one room. Sharing materials, support to each other's programs

LOCATION:

Yorba Linda Junior High
Placentia, Yorba Linda, California

OPERATING YEAR: 1975-76

RLA/CPA FUNDING YEAR: CPA-1

RESOURCE SPECIALIST: Mary E. Myers

SAT MEMBERS:

Not implemented yet—still operate on A & D committee

ENVIRONMENT:

Geographic setting — Orange County—Inland—Birthplace of Richard Nixon

Student population —

Physical setting — Modern, recently built junior high school—LDG classroom within the junior high complex

PROGRAM:

Goals & objectives

1. To improve self-concept
2. To improve academic skill areas
3. To support Regular School Program

Grade Levels served — 7th-8th

Number of children served — 21

Structure and management — 7 period day, LDG groups all day. The school psychologist in conjunction with the LDG teacher plan the program for each student. The program is open to change as developments occur through the year. The room is managed through the use of a reward folder similar to the Hewett reinforcement chart. The folder contains a record of work progress to provide awareness of growth.

Assessment & instructional planning process — School 4 conducts pupil study and determines admission to the program. Appropriate evaluative instruments are generally used as the initial and final assessment tool. These instruments are also used at two intervals during the school year. The instructional planning is done about three times per year, if needed, and is contingent on the results of the assessment. Continuous observation is maintained to determine if further assessments might be in order.

Curriculum — Emphasis is on skill acquisition through teaching of the whole skill rather than the splinter skills. The approach is also developmental in that the curriculum provides necessary fostering conditions for development. Commercial materials of value include Tech Math Program, The Expanded Frames of Reference Program, DLM, Hoffman, Craig Readers and Xerox Reading Materials.

Resource materials — *The Emotionally Disturbed Child in the Classroom*, and *The Exceptional Learner*, The California School for the Neurologically Handicapped, and the Eclectic Group model and curriculum resources as described above.

Program entrance/exit criteria — School psychologists and California State Law. A psychoeducational case study in addition to observations are done. Students are exited upon evaluation with school psychologist based on observations and assessment.

Progress evaluation design — Through observation and teacher made tests appropriative evaluation instruments are administered as pre-post test, by the school psychologist.

Availability of resources and their coordination — Jean Gragg, school psychologist, coordinates all special resources. The Instructional Media Center through coordination lends support services. California State School for the Neurologically handicapped education specialist follows with applications of appropriate materials and ideas.

Appendix B
Title I, III, and VI Programs

This section provides the briefest descriptions of various Title I, III and VI programs from around the U.S. They have been included to serve as a resource for you, either through the materials they have produced or by virtue of the model they have formulated. To facilitate your contact with these projects, the director's name, project address, and telephone have been included. Program inclusion/exclusion within section does not imply endorsement/poor evaluation. They were included on the basis of providing a working model as judged through their own literature and program descriptions.

Programs designed for children with problems in learning.

IMPACT: Instructional Model Program for All Children and Teachers

PROJECT DIRECTOR: Elaine Weckler
Berrian County Intermediate School District
711 St. Joseph Ave.
Berrian Springs, Michigan 49103
(616) 471-7715

DESCRIPTION: Classroom teachers are trained to use certain special education techniques to deal with the child with learning or behavior problems. These diagnostic/prescriptive procedures allow them to particular meet the needs of three types of students: the child who for some reason doesn't progress scholastically in school, the child with limited intellectual development, and the child with behavior adjustment problems which prevent him from functioning effectively. There are many children in the general purpose classroom who don't have learning or adjustment problems severe enough to warrant placement in a special education program but who do require special accommodations in order for their needs to be met. The teachers are trained in the use of this comprehensive system through attendance at a 5-day workshop series.

Equal Opportunity in The Classroom

DIRECTOR: Sam Kerman

ADDRESS: Los Angeles County Education Center
9300 E. Imperial Hwy.
Downey, Calif. 90242
(213) 922-6186

DESCRIPTION: How much a child learns is directly related to how much the teacher thinks the child is capable of learning. This theory is the basis for a teacher inservice training model for L.A. County teachers of all grade levels. Teachers participate in five 3-hr. workshops which can be conducted with or without audio-visual materials. They learn how a child's rate of learning differs, depending on the amount of attention, feedback and interaction occurring between teacher and student. Following the workshops, the teacher tries out the prescribed interactions in the classroom, under the observation of a trained peer. Positive results have been recorded after training.

Individualizing Instruction: Placing Learning Ahead of Teaching

DIRECTOR: Louise Scott

ADDRESS: Florence Public Schools
109 W. Pine St.
Florence, South Carolina, 29501
(803) 660-4141

DESCRIPTION: When administrators of the schools found limitations to newly adopted programs they pinpointed individualization as the way the district could achieve more success with more students. Major weaknesses cited in the district's program included the use of the same instructional material and methods for all children in the same level, and the limited opportunities for students to make responsible decisions toward becoming self-directed learners. The district established learning centers and stations where students could work toward weekly plan sheets, select activities, and do a self-evaluation of their progress. Staff training includes summer workshops, monthly inservice training and visitations to exemplary school programs. In each of three centers, a team of two teachers and an aide share responsibility for directing instruction and management. All centers contain a variety of instructional materials, including many that are made by staff members.

Project Success

PROJECT DIRECTOR: Richard Metteer
Project Success
West Elementary School
Wayne, Nebraska 68787
(402) 375-3854

DESCRIPTION: This program is designed for the student with a specific language problem. The three components are motor perception, curriculum modification, and language arts. Language is taught using the auditory, visual, and kinesthetic pathways. Curriculum modification encourages the teacher to offer alternative approaches for all subjects. Motor perception develops non-verbal areas and reinforces basic concepts.

Intermediate School District Cooperative for Handicapped Students

PROJECT DIRECTOR: David E. Cupp
Intermediate School District ;114
Box 155, Federal Building
Port Townsend, Washington 98368
(206) 385-2055

DESCRIPTION: The Cooperative for Handicapped Students represents the first attempt within the State of Washington to deal with the needs of "educationally handicapped children" on a multi-district level. Three strategies are used: each teacher identifies materials that are critical to successful teaching/learning in a particular subject; each teacher is taught how to determine a student's level of skill, so instruction can be geared to individual need and competence; each teacher is provided instruction within her own classroom in remedial teaching strategies, classroom management systems, data analysis procedures and techniques for working successfully with paraprofessionals. All teachers participate on a voluntary basis, and all new teachers receive assistance as they learn to assess student's skills and behaviors.

Child Service Demonstration Center

DIRECTOR: Glenn DeWerff

ADDRESS: Unified School District, No. 500
Library Bldg.
625 Minnesota Ave.
Kansas City, Kansas 66101
(913) 621-3073

DESCRIPTION: Serving learning disabled adolescents at the secondary level, this project uses a resource room approach emphasizing basic skills acquisition, social-emotional development and career exploration and education. Project is concerned with stimulating coordination and cooperation between regular and special educators for the child.

HOLD: Helping Operation In Learning Disabilities

DIRECTOR: Dr. Levelle Haynes

ADDRESS: Northwest Louisiana University
Strauss Hall, Room 112
Monroe, La. 71201
(381) 342-3189

DESCRIPTION: A secondary program with four alternatives available to the adolescent: suggestions and alternatives for the regular classroom teacher; utilization of a resource room for individualized help; part-day work; clinical teaching setting at the university. The project utilizes personnel from both the school district and the university in both the work with the secondary students and dissemination and training for the model.

Child Service Demonstration Center for Children with Learning Disabilities

DIRECTOR: Polly Feis

ADDRESS: Educational Service Unit No. 9
P.O. Box 2047
Hastings, Nebraska 68901
(402) 463-2848, ext. 2848

DESCRIPTION: The project works in rural areas with K-12. The goals of this program are: provide assistance in program design and development to schools initiating or upgrading special education programs; provision of direct service to children through identification, diagnostic and remediation services, and indirect services through inservice training and other professional growth activities for itinerant resource learning disability teachers. Upon district request for assistance, the project staff designs and conducts training programs, consults on program developments, and provides on-going technical assistance.

Ohio Child Service Demonstration Center

DIRECTOR: Shirley Moorehead

ADDRESS: Department of Education,
Division of Special Education
933 High Street
Worthington, Ohio 43085
(614) 466-2650

DESCRIPTION: The goals of the Ohio project center around the development of a model secondary program for learning disabled, a training program model for program consultants, regular classroom teachers and tutors who serve learning disabled children, and further refinement of the assessment and educational planning procedures used. The secondary intervention is based on a resource room approach and provides for tutorial or remedial course experiences.

MATERIALS: A Handbook: Development of Program Alternatives for Educating
Secondary Learning Disabled Students,
Mediated in-service training packets,
Screening and Identification instruments/framework for the
learning disabled,
Instructional Materials

Oklahoma Child Service Demonstration Center For Secondary Students

PROJECT DIRECTOR: CSDC, Hillside School
Route 3,
Cusing, Okla. 74203
(918) 225-1882

DESCRIPTION: A diagnostic-prescriptive resource room approach is used with 7-12th graders from predominantly rural areas in Oklahoma. A team approach to assessment is utilized, however, the instructional program is designed individually for each child by the Prescriptive Teachers. Individual counseling sessions are provided; students and parent counseling is incorporated into the overall assessment. Vocational guidance and planning is also an integral part of the model project. Workshops and in-service training programs are offered to enhance staff and professional awareness of current trends, developments and methods in the field of learning disabilities.

Programs are provided upon request to familiarize and strengthen community and state awareness as to goals and objectives of the Title VI-G Model Project.

MATERIALS:
1. Multi-Media Materials Catalogue
2. "An Overview of a Secondary L.D. Project - Alternate Paths to Learning." (video tape, 27 min., black and white or color)
    - b. Diagnostic Testing and Assessment (videotape)
    - c. Vocational Planning and Implementation (videotape)
    - d. Remedial Techniques (videotape)
    - e. Affective Domain (videotape)

Child Service Demonstration Center for
Urban Secondary Students with Learning Disabilities

DIRECTOR: Naomi Zigmond

ADDRESS: School of Education
Division of Specialized Professional Development
4616 Henry St.
Pittsburgh, Pa. 15260
(412) 624-5197

DESCRIPTION: Designed for both direct and indirect service for inner city secondary students. Direct Services: daily individualized instruction in deficit academic areas; weekly meetings around school survival skills, values clarification, and vocational exploration. Indirect Services: consultation with regular teachers; parent programs; small group in-service with building faculty.

Learning Disabilities Child Service Demonstration Program

DIRECTOR: Dr. Stuart Brown

ADDRESS:
South Carolina Region V
Education Service Center
P.O. Box 1069
Lancaster, S. Carolina 92720
(803) 285-2001

DESCRIPTION: This project serves learning disabled students in the intermediate grades (6-8). A resource room model is utilized with emphasis on mainstreaming. In-service training is provided for resource room teachers, regular classroom academic teachers, guidance personnel and administrators. "Curriculum exploration teams" composed of the teachers from participating jr. highs meet monthly for support, and instruction.

Project Echo, Child Service Demonstration Center

DIRECTOR: Linda Scott

ADDRESS:
Education Service Center Region XII
P.O. Box 1249
Waco, Texas 76703
(817) 756-7494

DESCRIPTION: ECHO serves 15 and 16 year olds through either 1. a resource room for severe learning problems, 2. regular classroom plus intervention in a resource room for moderate problems, and 3. regular classroom programs with modifications for mild problems. Their populations come from urban, suburban, and rural areas. Three project Learning Disabilities Teachers are located at each site, in addition to one teacher in each of three major school disciplines: language arts, math and science. The project has produced instructional modules and supplements these with commercially-prepared materials. A diagnostic-prescriptive approach is utilized, with behavior modification, contingency contracts, task analysis, and "success oriented" curriculum. Planned originally for state-wide use in Plan A Texas secondary schools.

PRODUCTS: 30 Minomodules: 10 language, 10 mathematics and 10 science. Each one deals with a specific academic area and includes within its design multimedia materials directed at student auditory and/or visual learning abilities.

Kanawha County Schools Learning Disabilities Demonstration and Training Program

DIRECTOR: Ms. Frances Fuller

ADDRESS:
Kanawha County School System
200 Elizabeth St.
Charleston, West Virginia 25311
(304) 348-6640

DESCRIPTION: Serving grades K-12 indirectly through teacher training, the West Virginia CSDC is designed to implement a training model for regular classroom teachers via individualized instruction at self-programmed learning stations. Training modules developed by the programs are related to

1. diagnosis/prescription, 2. grouping and scheduling for individualized instruction, 3. organizing learning centers and 4. mainstreaming. Trainee teams, in turn, train counterparts in home counties for multiplier effect.

BASIC CURRICULUM

Academic Advancement Program

DIRECTOR: Joseph Dempsey

ADDRESS:
Morris School District
40 Mills St.
Morristown, New Jersey 07960
(201) 539-8400

DESCRIPTION: The merger of two New Jersey school districts for the purpose of racial integration caused the systems to come up with an alternative to the traditional ways of teaching mathematics and grouping by ability. Approximately 370 junior and senior high school students in the merged districts now follow individualized, performance-based instructional program. Diversity and flexibility are key words in the approach. The program for senior high students is remedial, while the junior high program serves students of all ability levels. Under the "Master learning policy," students are given a clear definition of what they are expected to learn and at what level of competence. They use commercial textbooks and a wide variety of "consumables," which are reassembled into a skills sequence. Students may take varying amounts of time to complete assignments, allowing for horizontal as well as vertical movement. The project offers teachers a "very precise management system" to keep track of student's progress and an innovative student report system for parents.

HOSTS: Help One Student to Succeed

DIRECTOR: Bill Gibbons

ADDRESS:
Vancouver School District
5802 MacArthur Blvd.
Vancouver, Wash. 98661
(206) 694-1705

DESCRIPTION: This is a K-12 and adult reading project based on the strategy used in the national Right To Read program. Each student is given an individual diagnosis and prescription on entering the program, which aims at improving reading ability in the areas of vocabulary, comprehension and reading rate. Over 200 community volunteer and supportive agencies help reading specialists and teachers fulfill the prescriptions by assisting with daily instruction, often by providing one-to-one tutoring. Under the Hosts technique, the reading specialist becomes a "building consultant" responsible for conducting workshops on individualized reading techniques. Reading resource centers offer a wide variety of A-V equipment and print materials, many of them chosen by students, reading teachers, other staff and parents. At least one of the centers is open two nights a week, year round to accommodate adults and students. Criterion-referenced tests are an integral part of the project.

Improving Achievement (Reading) Through Teachers and Teacher Aides

DIRECTOR: Mr. Carl G. Johnson

ADDRESS: Sky View High School Project
Cache County School District
2063 North 12th East
Logan, UT 84321

DESCRIPTION: This project treats the problem of reading deficiency in secondary students through personalized and concentrated interaction: personalized, in that the adult-student ratio is most often one-to-one; concentrated, in that instruction occurs daily. Each individual's reading skills and lack of skills are thoroughly analyzed during the first few weeks. Instruction and rebuilding of attitudes begin on a personalized basis at the point of identified deficiency (in many cases, at point zero in the reading process). Individual records are kept in areas of weakness and patterns of improvement. The importance of personal interest and positive reinforcement on the part of the adult side cannot be overemphasized. Reading instruction develops within the context of the total language arts curriculum. Project teacher plus team of eight aides supplement regular teacher's instruction. For students reading two or more years below grade level with low or failing grades in English classes; grades 10-12.

Junior High School Laboratory

DIRECTOR: Tommie Colhoun

ADDRESS: Urbana Junior High School—Fisher
1201 S. Vine
Urbana, Ill. 61801
(217) 384-3568

DESCRIPTION: For students in grades, 7, 8, and 9 at Urbana Junior High, the Reading Laboratory can make a difference between success and failure in the balance of their school careers. Students spend an hour each day in the well-equipped lab, working to meet the ocnditions of a monthly contract, which prescribes the materials to be used by the student and indicates the amount of progress expected. The student's goal is to get 50% closer to his reading potential within one semester. Each student takes responsibility for another condition of his contract; he agrees to increase the number of pages read independently by at least 10% a week. By doing so, he receives credits which can be used to buy paperbacks. During one semester, lab students earned an average of two books each. The teacher's role is one of diagnosing, prescribing and following through with each student. Teacher and student meet weekly to review how much progress has been made toward the goal. The results: students who were two years below grade level increased their reading level by 1.1 years.

Program for Low Achievers in Mathematics PLAM

DIRECTOR: Dale Fredrick

ADDRESS: Lafayette Parish School Bldg.
P.O. Drawer 2158
Lafayette, Louisiana 70501
(318) 232-2620

DESCRIPTION: PLAM tackled the problem of low achievers in mathematics by providing teachers with inservice training and by identifying and developing appropriate learning materials. The year-long inservice training concentrated on understanding and motivating the low achiever; identifying activities that would be compatible with the low achiever's experiences; and using appropriate methods and techniques.

MATERIALS: Games, puzzles, manipulative devices, tapes and filmstrips. A series of mathematic booklets emphasize the basic math skills needed by students in their daily life.

Project Active: All Children Totally Involved Exercising

DIRECTOR: Thomas M. Voldola

ADDRESS: Township of Ocean School District
Daw Av.
Oakhurst, N.J. 07755
(201) 229-4100

DESCRIPTION: The State of New Jersey is preparing to offer a well-rounded education including physical education to handicapped children in a regular school setting. Project ACTIVE is facilitating the effort by offering preservice and inservice training programs for physical education, special education and recreation teachers and by providing individualized physical education programs for children with developmental or medically-oriented problems. Each teacher learned how to prescribe tasks for children with any of the following handicaps: physical fitness or motor problems, mental retardation, learning disabilities, postural abnormalities, nutritional deficiencies, communications disorders or motor disabilities. The teacher training program is competency-based, allowing the instructor to teach the teachers/enrollees in a practical setting where gaining experiences is part of the learning process.

AVAILABLE MATERIALS: Teaching Model Kit—shows the teacher how to involve the handicapped child in the physical education program and the particular procedures to be followed in individualizing instruction to meet the handicapped child's disability.

PARADE: Projects Advancing Reading Achievement and Developing Ego Strength

DIRECTOR: Joan Stokes

ADDRESS: Air Academy High School
U.S. Air Force Academy, Colorado, 80840
(303) 472-0378

DESCRIPTION: Parades purpose is to identify, diagnose and correct reading and social adjustment problems of new students in grades 3-12 so that 75% of the students who needed special help can remain all day in the regular program within one year. An initial assessment of each student's reading ability and self concept is made at the time of school registration by means of parent and student interview, standardized reading tests and learner self-concept inventories. If needed, the student is assigned to an educational handicapped resource room, reading laboratory, or small group. Reading or educational specialists conduct the special classes in each of the eight district schools. Students receive individual or small group instruction and their progress is followed closely by project staff during their first months in their new schools.

Project Individualized Language Arts Diagnosis Prescription, Evaluation

DIRECTOR: Mrs. Jeannette Alder

ADDRESS: Roosevelt School
Louisa Place
Weehawken, N.J. 07087
865-2274

DESCRIPTION: This project combines a language experience approach with techniques derived from modern linguistic theory to enhance children's skills in written composition, grades 1-12. At least three times a year, the teacher evaluates writing samples done on self-selected topics by each child. Utilizing criteria common to nearly all language arts programs, she/he is then able to prioritize strengths and needs displayed by the class as a whole, groups of students, and individual youngsters. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and real-life experience. A record-keeping system permits the child, as well as teachers, administrators, and parents, to observe writing proficiency from month to month and grade to grade. The program can be readily combined with already existing language arts curricula and objectives.

Pupils Advancing In Learning (P.A.L.)

DIRECTOR: Mrs. Carolyn Tennant

ADDRESS: Special Programs Consultant
Adams County School District ;12
10280 N. Huron Street
Denver, Colorado 80221
(303) 451-7616

DESCRIPTION: The P.A.L. Project, a Title I program, has reading improvement as its primary objective. This is accomplished through individualized instruction utilizing many motivational techniques. The secondary objective, to improve attitudes toward school and self, involves use of diverse image building activities. Management strategies have been developed to provide a sound structure for the program. Techniques to gain parent involvement have been successfully implemented as a vital necessity. A staff development plan and materials are also part of P.A.L. for students in grades 1-12 who are deficient in reading skills.

MATERIALS:

1. Instructional Program Kit ($1.25) description of educational program with teaching units and ideas
2. Program Management Manual ($1.00) covers planning, implementation, operation, evaluation, and dissemination of P.A.L.
3. Staff Development Kit ($1.00) describes teacher and aide training
4. Parent Involvement Guide ($1.00) provides techniques for involving parents for service and advice.

Right To Read

DIRECTOR: Mr. John Mason Hill

ADDRESS: Woodrow Wilson Jr. High
3838 Orange Ave.
San Diego, Calif. 92105
(714) 280-1661 ext. 22

DESCRIPTION: Right to Read is a major effort to eliminate illiteracy and turn kids on to learning. The main thrust of the Wilson Jr. High School program, which serves the students of the inner city, is to train teachers in a diagnostic-prescriptive approach to teaching reading, and to help them use appropriate reading materials in their classroom. Teacher assistants, community volunteers, and over 90 ninth grade tutors assist teachers in carrying out individual student reading programs. Students whose reading skills are particularly low attend special centers where they receive intensive individual attention. Content in English and social studies is individualized to heighten student interest and to insure that students receive only course materials they are capable of reading.

Using a diagnostic—prescriptive approach content area teachers use and adapt various instructional methods based on the level of the students. For the jr. high, middle school or high school student.

Reading/English Rotation Project

DIRECTOR: Roy J. Yelton

ADDRESS:
Norris Jr. High School
McSuffie County Schools
Thompson, Georgia 30823
(404) 595-1405

DESCRIPTION: To take into account the characteristics of the students and to meet the various individual needs identified, an organizational pattern was designed. Students are grouped in small, flexible groups of 6-10, that move from station to station with different materials and activities at each station specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to 3 different classrooms during a two-period time block of one hour and 50 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through various reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading. Only a limited amount of materials are available to respond to inquiries since the project receives no funds.

TARGET AUDIENCE: Mainly grade 7.

Remedial Reading Laboratories

DIRECTOR: Mrs. Yvonne Chew, Teacher Leader

ADDRESS:
Title I Remedial Reading
El Paso Public Schools
6531 Boeing Drive, P.O. Box 20100
El Paso, Texas 79998
(915) 799-4151

DESCRIPTION: This project is designed to improve the reading achievement of underachieving students grades 4-12 by enabling them to profit from regular classroom instruction. It's also aimed at improving the student's self-confidence and self-esteem. This program has three distinguishing components: special selection and scheduling procedures, provision for systematic instructional planning and individualized instruction. One teacher aide works with one teacher. In *A Diagnostic Approach to Remedial Reading*, suggested methods are grouped according to specific reading skills to provide a quick and comprehensive reference for teachers. A second book, *The*

Teacher's Source Book, Volume I and II, refers the teacher to specific texts which can be used for independent practice by the pupil after basic instruction in the particular skills has been provided.

Students and Teachers Develop English Curriculum

DIRECTOR: Verna Dozier

ADDRESS: Lenox School, Room 30
5th and G. Sts.
S.E. Washington D.C., 20003
(202) 546-0920

DESCRIPTION: Tenth to twelfth grade students in the 98% black Washington D.C., public schools, as well as their teachers, get firsthand experience in reforming their "typical English class" by joining together in setting goals and objectives for what will be taught and what will be learned. Next, they follow through by developing curriculum packages on such skills as descriptive writing, discussion skills, and speaking skills. Students base their input on their interests and experiences as they read and write stories, poems, plays, and essays. Teachers learn to share responsibility and director learning with the class. All share in and learn from the frequent evaluation of the ongoing activities of students and teachers. After field testing, curriculum packages are distributed to her teachers in the city schools. Students and teachers say the cooperative method of curriculum development gives both parties a higher stake in the teaching/learning process and therefore assures better results.

Upstairs School

DIRECTOR: Mrs. Audrey W. Brune

ADDRESS: 6491 North Central
Portland, Oregon 97203
(503) 286-1260

DESCRIPTION: Since 1970, the program's goal has been the raising of the reading ability of educationally deprived students to grade level. Its objective has been to demonstrate growth in reading comprehension and vocabulary and to provide for two years' growth in reading ability for each year of instruction. But first, it has strived to improve behavior, self-concept and self-confidence. The program is taught in an open classroom divided into five teaching stations plus a central lounge area for reading. Students are there for 50 minutes each day and then are programmed into special classes as needed. Sound training, spelling, penmanship, creative writing, dictation, and reading aloud are fundamental classroom activities. Approximately four workshops per year are presented through the Division of Continuing Education. Visitors to the program are welcome.

Broaden Your Curriculum

Broad Spectrum Environmental Education Program

DIRECTOR: Marjorie Ebersbach

ADDRESS: Center for Environmental Learning
Bevard County School Board
705 Avocado Ave.
Cocoa, Florida 32922
(305) 636-6543

DESCRIPTION: The Center contracted with 30 classroom teachers serving in "Environteams," to develop multi-disciplinary and interdisciplinary materials for use in elementary and secondary schools. The materials focus on the quality of land, air and water environment.

MATERIALS: Intermediate packages—50 cards delve into the environment and environmental problems for students in grades 4-6. Secondary packages deal with ecosystem and its relationship to change.

Media Now

DIRECTOR: Ron Curtis

ADDRESS: Media Now
Southwest Iowa Learning Resources Center
401 Reed Street
Red Oak, Iowa 51566
(712) 623-4913

DESCRIPTION: Media Now is a course of study for grades 9-12 in the mass media. The mass persuaders of film, radio, and television contribute the major course emphasis. An individualized design allows the course to be used either as a semester or a full year course, or any of the seven modules (Hardware, Production, Genre, Evaluation, Message Interpretation, Aesthetics, and Presentation) can be utilized in an existing course structure. The modules are complete components and may be expanded into individual courses or used to build other types of courses. Each module has a rational and behavioral objective.

The TAB is almost a course in itself. It suggests methods, techniques, time allotments, extra activities, resources and evaluation for the busy teacher. It coordinates all the components - Student Learning Activity Guide, Student Learning Activity Book, (SLAG,SLAB) and the learning activity packages.

Project I-C-E (Instruction—Curriculum—Environment)

DIRECTOR: Robert J. Warpinski

ADDRESS: Cooperative Educational Service
Agency No. 9
1927 Main Street
Green Bay, Wisconsin 54301
(414) 468-7564

DESCRIPTION: All teachers are encouraged to incorporate environmental concerns as a natural part of all grades and all subjects. Project I-C-E involves students and community through various activities. The project calls for total involvement of all community in its activities, and the services of an environmental education specialist to all schools.

MATERIALS: Environmental guides for all K-12 subjects. Environmental Resource Materials Center has films, filmstrips, simulation games, kits, records and tapes.

Topeka Environmental Education Project

COORDINATOR: Donald French

ADDRESS: Topeka Public Schools
Instructional Resource Center
1601 Van Buren
Topeka, Kansas 66612
(913) 232-9374

DESCRIPTION: Based on input from the Community Council, three broad topics were identified for curriculum development: planning for increased population, pollution, and balance of nature.

Developed by the project's elementary, secondary and special education specialists, the project goes through a sequence of activities which require integrating environmental concepts with the regular instructional program, getting input from students, teachers and special resource groups, conducting classroom and field trip experiences and identifying and using community resources.

Upper Mississippi River ECO—Center

DIRECTOR: Dennis Etnyre

ADDRESS: ECO—Center
Thompson, Illinois 61285
(815) 259-3282

DESCRIPTION: The ECO—center serves as the coordinating unit for the districts while providing an environmental resource facility with a reference center for K-12 teacher and student use. Community involvement and environmental awareness activities also are coordinated through the Center. The ECO - Center's approach provides 5th and 6th graders with firsthand knowledge of the environment through one-day field trips to local sites. High school students may participate in one-week credit course called Operation Awareness.

A Cultural Approach to the Teaching of Social Studies

DIRECTOR: Thomas A. Bobo

ADDRESS: Montgomery Public Schools
Box 1991
Montgomery, Alabama 36103
(205) 269-9111 Ext. 230

DESCRIPTION: Five Student Learning Units (SLU's) were developed by 7th grade teachers during three summer institutes. Concurrently, the teachers learned how to teach the cultural approach, which traces each civilization according to man's activities in six categories: political, social, religious, intellectual, economic and aesthetic.

MATERIALS: Student Learning units, Maps, in the form of transparencies, Slides of important works of art, Tapes of appropriate instrumental music.

Institute For Political and Legal Education

DIRECTOR: Barry E. Lefkowitz

ADDRESS: Box 426
Glassboro, Woodbury Road
Pitman, New Jersey 08071

DESCRIPTION: The Institute draws students and teachers from 14 New Jersey schools in urban, rural and suburban districts, and provides an alternative approach for accreditation in social studies. A unique feature of the program is that the community is viewed as a classroom and that the Institute attempts to utilize various resources in the community. After acquiring a level of understanding of the process, students intern or do field work in local and state agencies and eventually possess the ability to undertake locally initiated projects to affect their community in a positive manner.

MATERIALS: Project-developed manuals

Project DEEP (Diversified Educational Experiences Program)

DIRECTOR: Ralph Parish

ADDRESS: Murdock-CITE
670 N. Edgemoor
Wichita, Kansas 67208
(316) 683-4640

DESCRIPTION: Some very real problems, including a 35% dropout rate, a 15% absentee rate, many failures in required courses and the adoption of a desegregation plan, brought Project DEEP into existence. As perceived by DEEP, secondary teachers need additional training in urban teaching skills and students need the option of alternatives in required academic subjects. Required academic subjects, primarily Social Studies and English, are taught in an open manner, away from the regular classroom, by teachers who have been trained to deal on a high trust/risk level, and a one-to-one, give-take basis with students.

Wide Horizons

DIRECTOR: Nick LeCuyer

ADDRESS: Yakima Public Schools
104 N. 4th Ave.
Yakima, Washington 98902
(509) 248-3030

DESCRIPTION: In Wide Horizons, senior high school students receive credit when they meet predetermined objectives which include the completion of courses that require them to interact with the local community. Activities are varied, as are the community sites. Teachers coordinate activities of citizens and students and hold weekly meetings with students to discuss progress and needed changes.

Career Education

CLUE: Career Laboratories Utilizing Experience, Child Service Demonstration Center

DIRECTOR: Mr. Donald Baldsi

ADDRESS: North High School
501 Holcolm Street
Des Moines, Iowa 50503
(515) 244-2005

DESCRIPTION: In this secondary level project, serving grades 7-12, three career laboratory situations develop work-oriented and survival/coping skills in severely learning disabled students. Development of career awareness through direct involvement of parents and community in providing occupational and community service experience to students is also stressed. Students receive remediation in basic skill areas in self-contained classrooms. Exposure to various occupations is done with the help of project-developed vidio tapes.

Far West Laboratory (FWL)

Experienced-Based Career Education (EBCE)

DIRECTOR: Robert Peterson

ADDRESS: EBCE
Far West Laboratory
1855 Falsom St.
San Francisco, Calif., 94103
(415) 565-3125

DESCRIPTION: The EBCE is an alternative program of comprehensive secondary education using the entire community as a school. Learning is planned and carried out through individualized projects that blend growth in academic subjects, career awareness, basic and social skills. While learning programs are planned and monitored with the assistance of EBCE staff located at a school center, students spend most of their time in the community, working with volunteer resource persons with diverse backgrounds and expertise. By focusing on direct experience in a wide variety of social and economic settings, where students apply "classroom" theory to solve practical problems while at the same time learning firsthand about careers, the program seeks to provide students with the knowledge and skills they need to function in the adult world.

Adopters will need a set of program handbooks, materials, and procedural aids that orient them to EBCE, its goals and underlying assumptions, explain how to recruit and orient students; assess student needs; plan, carry out, monitor and evaluate learning programs; use or develop new project planning packages. The set includes 5 packages developed by FWL.

Florida Migratory Child Compensatory Program (FMCCP)

DIRECTOR: Ulysses G. Horne

ADDRESS: Regional Director
FMCCP
2880 W. Oakland Park Blvd.
Fort Lauderdale, Florida 33311
(305) 735-6110

DESCRIPTION: Learn and Earn is designed to help migrant students, ages 14-17, improve self-concept by achieving success in a short-term occupational course. Mobile labs provide training experiences which help the students develop positive attitudes toward themselves, world of work, their peers and the relevancy of school.

Occupational Versatility

DIRECTOR: Mr. John Lavender

ADDRESS: Occupational Versatility
Highline Public Schools
15675 Ambaum Blvd. S.W.
Seattle, Washington 98166

DESCRIPTION: Occupational Versatility is a method whereby students learn in an exploratory industrial arts program. Throughout this learning procedure, the educator creates the scene for the learner to function and provides counseling. The learner is responsible for selecting, directing, managing, and evaluating his/her performance. The degree of learner responsibility increases as he/she progresses through the program.

For middle schools, junior and senior high.

Vocational Reading Power Project

DIRECTOR: Dr. Roy J. Butz (313) 858-1940
Mrs. Lynne E. Gunabalan (313) 858-2189

ADDRESS: Vocational Reading Power Project
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

DESCRIPTION: The goals of the Vocational Reading Power Project are: 1) minimize or eliminate the communication — learning gap arising from differences in student reading abilities and text-reading demands in vocational education; 2) enrich teacher knowledge, attitudes, and skills as they relate to text utilization and reading-related activities; and 3) augment cognitive learning in vocational education. The project has attempted to reach these goals through development of teacher training materials and vocational student reading support materials, plus extensive work with personnel representing various commercial publishing firms. In addition, the project has worked with preservice training institutions in an effort to incorporate our teacher training materials at that level.

MATERIALS: *Teacher Training:* 1. 27 modules on Teaching Reading in Content Areas 2. Informal Classroom Reading Inventories; 3. Readability Analysis; 4. Vocabulary/Language Development.

STUDENT MATERIALS: Occupationally Specific Key Word Glossaries for 32 different occupational areas.

Secondary Exploration of Technology SET

DIRECTOR: Harvey Dean

ADDRESS: Kansas State College
Pittsburg, Kansas 66762
(316) 231-7000

DESCRIPTION: Jointly, Kansas State College of Pittsburg, Title III, and three school districts developed curricula which reflected modern industry and technology. During the project, the district's industrial arts teachers received inservice training in modern technology.

Vocational Guidance and Counseling Program

DIRECTOR: Larry C. Bartek

ADDRESS: Ashland-Greenwood Public Schools
1842 Furnas St.
Ashland, Nebraska 68003
(402) 944-3650

DESCRIPTION: A Title III project in Ashland, Nebraska, emphasizes the use of community as a vocational resource for students who are preparing for work. The project serves students in grades 7-12 in a community where 60% of each graduating class does not go on to college. The programs approach is to develop career awareness and career preparation for students by encouraging classroom teachers to incorproate career education into the curriculum, to put together a developmental appraisal for each student, and to introduce students to community resources and citizens. A developmental appraisal is prepared for each tenth grader based on materials that will help understand him and his occupational tendencies and includes suggestions for growth and development. Each student selects an Impact Group composed of a teacher and one or two persons from the community to help him explore career opportunities. In turn, the Impact Group works with the project in guiding the student to appropriate persons in local business and industry.

Project WORC

DIRECTOR: Robert D. Engler

ADDRESS: Education Service Unit No. 11
P.O. Box 485
Holdrege, Nebraska 68949
(308) 995-6291

DESCRIPTION: Students who are deemed educationally handicapped, ranging in age from 12-20, are receiving help in making a transition from school to work under the four-phase approach used in Project WORC. The students, with IQ scores ranging from 60-89, are referred to the project when they can't profit from a strictly academic diagnosis. Students receive an individual prevocational or vocational plan. They begin at one of four levels: *prevocational*, for grades 7-9, including an introduction to occupational education, citizenship responsibilities and home skills as they relate to vocational and everyday life situations, *exploring vocations*, for grades 7-9, which gives the student practice and experience in developing occupational and vocational proficiency, *on-the-job training*, for grades 10-12, in a job training station on or off-campus part-time or full-day, and *employment*, for grades 10-12 and post-high school, when the student is ready to obtain and hold a job, while maintaining acceptable adult behavior patterns.

Occupational Education for Non-College Bound Students

DIRECTOR: Sam Banner

ADDRESS: Malheur County Intermediate Ed. Dist.
P.O. Box 156
Vale, Oregon 94918
(503) 473-3138

DESCRIPTION: Grades 7-12 students are obtaining saleable skills in an agricultural area of Oregon where 30% of the students formerly dropped out or ended their formal education upon graduation from high school. As a cooperative effort of the Malheur County School, Title III, and the State Department's Career Education Program, five high schools, two junior high schools, and a community college joined in assessing their offerings as compared to those requested by students. Facilities were adapted, instructors shared, offerings broadened, and costs cut in initiating new course offerings.

Alternate Learning Project (ALP)

DIRECTOR: Ms. Barbara Tucker
Mr. Chuck Kenyon

ADDRESS: ALP
180 Pine St.
Providence, R.I. 02903
(401) 272-2080

DESCRIPTION: ALP is a community-based experimental high school grades 9-12 that combines a strong basic skills program with site placement activities and continuous counseling. The student's only common denominator is dissatisfaction with traditional schooling. The program operates with 125 students and 8 full-time staff. The school seeks to allow for: 1) parent and community participation in policymaking; 2) increased student choice among curricular offerings; 3) increased student responsibility and accountability. At the same time, the need for developing basic academic skills is stressed.

Program presents a wide range of teaching and learning styles and features small-group and individualized instruction. Students select their own programs. Emphasis is placed on community involvement: student projects in the city and instruction by volunteers and professionals from the community. A competency-based system is used for awarding diplomas.

Educational Services for School Age Parents

DIRECTOR: Ms. Anny Kelley

ADDRESS: New Brunswick Public Schools
225 Comstock St.
New Brunswick, New Jersey 08902

DESCRIPTION: This special education program is housed in a relocatable building which is part of the New Brunswick Public School System. It was developed to provide educational, nutritional, social, and health services to school-age parents. The program serves expectant female students, primarily in grades 9, 10 and 11, ranging in age from 11-19.

MATERIALS: "How to do it" resource manual designed for use by potential adopters of the model; available upon request.

FOCUS: School Within A School

DIRECTOR: Ralph T. Nelsen

ADDRESS: Portland Public Schools
2735 N.E. 82nd St.
Portland, Oregon 97220
(503) 253-4781

DESCRIPTION: One hundred students, grades 9-12, participate in the project, qualifying on the basis of criteria such as: they have considered leaving school; they do not respect or respond to authority; they have high potential but low productivity. Their aims are mainly affective, although students have made "respectable cognitive growth." It is a self-contained instructional program designed by students and staff around five activities communications, analysis (science and mathematics), values (social relationships), realities (economic, political and occupational activities) and electives. All students must attain competency in reading and mathematics skills. They are encouraged to work in the community and in other school settings. Concurrently, community volunteers become skilled area instructors and discussion and workshop leaders. Undergraduate student teachers work in pairs, lowering even more the 20-1 pupil/teacher ratio. The program's budget is comparable to that of other programs, although it uses more teacher-made and student-made materials and has acquired an extensive array of media hardware. The program is accepted, says the director, as an educationally credible program capable of providing learning experiences congruent with the needs of all high school students.

THE K-12 OPEN SCHOOL

DIRECTOR: Wayne Jennings

ADDRESS: The K-12 Open School
1885 University Ave.
St. Paul, Minnesota 55104
(612) 647-0186

DESCRIPTION: A nationally-acclaimed open school with 500 students in attendance. It aims at providing students with learning experiences that exceed district standards for courses, materials, people resources, and the use of the community. The open school operates at or below the district's average per pupil expenditure. Affective dimensions of learning are emphasized; grading, grade levels, required courses, bells, and fixed schedules are not. Students are encouraged to design their own programs, to establish goals and appraise progress, while maintaining academic achievement on level in reading, math and vocabulary. Based on achievement tests, personality assessment instruments, interviews, observation questionnaires, and case studies, the following results emerge: "Students were found to be at about the level one would expect in reading; somewhat lower in math, and much higher in vocabulary." Attitude towards the school was very positive by both the parents and the students.

OPEN SPACE EDUCATION IN A CONVENTIONAL BUILDING

DIRECTOR: Salvator Scaglione

ADDRESS: Plaintfield Junior-Senior High School
709 Stafford Rd.
Plainfield, Indiana 46168

DESCRIPTION: In junior high, all seventh and eighth grade students are included in a block program. Each block consists of 150 students, a team of four teachers (one from each of the areas of English, mathematics, social studies and science), and a teacher aide. A flexible, non-modular schedule allowed by the program enables the school to offer students a variety of learning activities in these four subjects during the five-hour day that the block is in session. During the remaining two and one-half hours of the school day, students attend classes in subjects other than the four subject areas listed above.

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project

PROJECT DIRECTOR: Dr. Ralph E. Bailey
Pupil Personnel Services Demonstration Project
All Children's Hospital
801 6th Street South
St. Petersburg, Florida 33701
(813) 821-5260

DESCRIPTION: The purpose of the PASS program is to provide intervention strategies designed to prevent or minimize non-productive social behavior of secondary students. Major activities of the PASS program include: individual and group consultations that assist school faculties develop techniques for interacting effectively with teen-age students; affective education and personal development programs for students and teachers; Time-Out Rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments; individual and group counseling for students experiencing serious interpersonal confrontations, and counseling for their parents.

Since many of the intervention strategies have a preventive focus, a cross section of students and personnel in project secondary schools are target participants.

1. *Staff Development for a Humanistic School*
2. *Humanistic Activities in the Regular Classroom*
3. *A Student's School Survival Course*
4. *Human Survival Course*
5. *Positive Alternatives to Student Suspensions: Process and Content*

FOCUS DISSEMINATION PROJECT

PROJECT DIRECTOR: Sue Schillinger
211 North McCarron's Blvd.
Roseville, Minnesota 55113

DESCRIPTION: The FOCUS Program is a "school-within-a-school" for 10th, 11th and 12th grade students who, for a variety of reasons, aren't achieving and/or functioning in school in a way that is beneficial to them and/or those around them. The goals of the FOCUS program are to reduce student disaffection with school and learning, to improve each student's background of basic skills, to build a classroom culture that demonstrates the caring principle, to improve each student's ability to relate effectively with peers and adults, and to give eachstudent a reason to feel self-worth and hope for the future.

The FOCUS program is structured. Most students enroll in five classes. Instruction is offered by an indisciplinary approach. In addition to these subjects, FOCUS offers a small group class called FAMILY.

MATERIALS AVAILABLE: The following packages have been developed by the FOCUS staff and may be obtained at a minimal cost. (Adoption Sites will receive these free.)

1. Needs Assessment
2. Management by Objectives
3. Student and Staff Selection
4. Student-Parent Involvement Strategies

5. Literature Review
6. Tools — Teacher Effectiveness Training — Transactional Analysis — Reality Therapy — Crisis Intervention — Positive Peer Culture — Behavior Modification — Removal Process
7. Family Group Process
8. Evaluation Procedures
9. Work Experience
10. Community Resources
11. Classroom Management
12. Curriculum — English, Math, Social Studies, Occupational Relations
13. Things We Have Learned
14. Public Relations
15. Student Follow-up Report
16. How Others View the Program
    a. Administration
    b. Parents
    c. Mainstream teachers
    d. Focus Students
    e. Mainstream Students

These packages are not designed to be "self-teaching," but are instead intended to be used in the inservice training program.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

PROJECT DIRECTOR: Winford "Joe" Miller
Administrator
Migrant Student Record Transfer System
Arch Ford Education Building
Little Rock, Arkansas 72201
(501) 371-1857

DESCRIPTION: This computerized system has 140 teletype terminals located in 44 states that serve all 50 states, Puerto Rico, Guam, and American Samoa. Terminals submit student data on migrant children K - secondary on a daily basis. Curriculum being taught to migrant children is established by each state through an application submitted to the U.S.O.E. The curriculum varies according to the established needs of migrant children at their various levels. Teachers through the MSRTS have at their disposal special program, test, special interest, health, and other data. This allows teachers to formulate ideas on what the student has mastered and what level program should be developed.

TARGET AUDIENCE: This program is designed for both teacher usage and preschool through secondary children. Teachers, teacher aides, nurses, counselors, and administrators can all use the data for the educational welfare of the migrant child.

PIE (Project to Individualize Education)

DIRECTOR: Donald A. Price

ADDRESS: Quincy Public School
1444 Maine St.
Quincy, Illinois 62301
(217) 223-8700

DESCRIPTION: A change in the learning environment for students and teachers is the main objective of PIE. It is designed to foster student development of positive attitudes toward community, school peers, teaching and learning through individualized education. It operates as a school-within-a-school, offering individualized programs to 90 students in grades 7-12. Students schedule their time on a weekly basis. They select teacher advisors who provide help and support, keep track of student progress and attend and make contact with parents. Most instruction is carried out with teacher created or adapted materials, with courses varying in length from one day to a year. The innovative aspects of PIE include scheduling, co-equal relationships with teachers, individualized approaches and field experiences.

Experience-Based Career Education (EBCE)

Northwest Reginal Educational Laboratory (NWREL)

DIRECTOR: Rex Hagens

ADDRESS: 710 S.W. Second Ave.
Portland, Oregon 97204
(503) 248-6893

DESCRIPTION: Experience-Based Career Education (EBCE) as developed by Northwest Regional Educational Laboratory is a full-time, comprehensive program designed to operate as an alternative to the regular secondary school curriculum with a unique set of expectations of its own. EBCE integrates real-life experiences at a variety of employer and community sites with individualized educational outcomes. Students negotiate their learning activities with prescribed boundaries. Options are numerous, including enrollment in regular high school or community college course work if the experience fits with long-range plans. All students must meet requirements in Basic Skills, Life Skills and Career Development. They receive a standard high school diploma on completion. All students assume major responsibility for their own learning. Age requirements may be necessary in some states, for maximum employer-site involvement.

Houston Independent School District Bilingual Programs

DIRECTOR: Mrs. Orilia Rios

ADDRESS: Houston Independent School District
Bilingual Programs
3830 Richmond
Houston, Texas 77027
(713) 623-5128

DESCRIPTION: This program is designed to serve Spanish-speaking students by developing culturally and linguistically appropriate curriculum, by providing relevant training for teachers and aides, by developing parent and community involvement in the educational process, and by generally effecting a change in attitude towards bilingual education. The intent of this program is to improve student self-concept by raising the status of the students' language and culture and thereby increasing student achievement in English, Spanish, and other content areas. Instruction includes a block of time devoted to Spanish reading and language arts. During the remainder of the day the instruction is in English. Students who are monolingual Spanish receive additional instruction in Spanish after the lessons are presented in English. At the secondary level, the program includes English as a second language for monolingual Spanish students and several bilingual courses for students who have already attained some degree of bilinguality. Students: grades K-12.

Exemplary Center for Reading Instruction (ECRI)

DIRECTOR: Dr. Ethna R. Reid

ADDRESS: 2888 Highland Drive
Salt Lake City, Utah 84106
(801) 486-5083

DESCRIPTION: ECRI has identified teaching techniques important for reading success. These include abilities to: elicit correct responses from non-responding pupils, establish high mastery levels of responses with performance and rate as criteria, vary number of practices (and time) to each pupil's learning rate, correlate language arts activities to increase responses, utilize effective management and monitoring systems, diagnose and prescribe instantly when errors or responses occur. Techniques incorporated into specific directives during reading, oral language, spelling, dictation, creative writing, and penmanship instruction. Word recognition, comprehension, and study skills are taught using prescribed directives. Movement of pupils depends on rate of mastery. Small-group instruction occurs (keeping ahead of fastest pupil) but individual conferences are held daily. ECRI teacher instruction varies from university classes with practicum experiences to teaching on the job. Instructional methods used by ECRI teachers are prescribed; verbal directive provided. Teachers model, elicit response to questions, design activities for discovery, test for mastery, diagnose and prescribe. No special staff or organizational pattern are necessary in schools where teachers use ECRI techniques. Teachers grades K-12, all ability levels, monitor multi-lingual pupils during language arts and reading instruction (including content reading), with any organizational pattern.

Lincoln County Exemplary Project in Career Education

DIRECTOR: Herbert B. Holstein

ADDRESS: Lincoln County Schools
Vocational and Technical Education
Hamlin, WV 25523

DESCRIPTION: The foundation for the school program is designed around activities that will promote positive attitudes toward 1) all fields of work, 2) work as a means of obtaining many satisfactions, and 3) one's self in relation to work. The program is characterized by four major areas: 1) career awareness in grades 1-6; 2) career orientation in grades 7-8; 3) career exploration and exposure in grades 9-10; and 4) career preparation, including intensive guidance and skill development in grades 11 and 12 with expansion of vocational education offerings to include out-of-school youth. The learning phases are implemented by increased attention to counseling and placement; introduction of occupational education into the lower grades; expansion of opportunities and exploration of occupational clusters in junior high school; and provision of intensive occupational education and guidance services, as well as provision for work study and cooperative programs in the upper grades and for out-of-school youth.

RISE
Recommendations

APPENDIX C

The RISE REPORT (Reform of Intermediate and Secondary Education): Recommendations from the "Report of the California Commission for Reform of Intermediate and Secondary Education", presented to Wilson Riles, California Superintendent of Public Instruction, 1975.

Although the following has not been adopted in its entirely by the State of California, through the appropriation of funds for implementation, the resource specialists present for review and addition to this document, endorsed through both their stated philosophies and goals and objectives within their programs the recommendations to the RISE Commission.

1 *Learners should be the primary clients—the most important individuals—served by the school.*

1.1 Each learner should be recognized and accepted as the primary client to be served by the school. Parents, the community, and the larger society should be considered as secondary clients who benefit from schools through the education gained by learners.

1.2 As the learner moves toward adulthood, he/she should be progressively able to make educational choices and be responsible for those choices. Such choices should include what, where, when, and how to learn. And learners should be encouraged to revise or make new choices based on experience gained in carrying out previous choices.

1.4 The learner, in addition to his/her parents and the school staff, should be involved in formulating school rules for the conduct of learners. These rules should be few in number and should define precisely the learner's rights and responsibilities. School discipline should be aimed both at solving and preventing problems. It should aid in developing responsibility toward one's self and others and in assuring the safety and rights of all.

1.5 As the primary client to be served by the school, the learner should be expected to assume and carry out certain continuous responsibilities.

2 *The learner's progress in an instructional program should depend on demonstrated proficiency in achieving specified educational outcomes.*

2.1 The strengths and weaknesses of each learner should be assessed by means of a systematic process that includes teacher observations, testing, and other evaluative procedures. Each learner should then be able to choose and pursue an instructional program consistent with the findings of the assessment and the learner's choices.

2.2 Each learner should be required to achieve specified learning outcomes in all instructional programs, including those that may be pursued outside a traditional school setting.

2.3 When a learner demonstrates that he/she has met the objectives set for his/her performance in a learning activity, that program should be considered completed, and the learner should receive appropriate credit. The ways in which a learner may demonstrate proficiency should not be limited to written tests. The time spent in completing learning activities should be consistent with each learner's needs and abilities.

3 *Learners should be able to choose from a system of multiple options in programs and learning styles.*

3.1 School systems should make available to all learners a wide variety of choices or options in programs and curriculum content.

3.2 School systems should provide multiple options in formats for learning.

3.3 Learners of various ages and generations should be able to learn together whenever they can benefit from the experience.

3.4 Instructional programs should not be sharply delineated by grade level.

3.5 The complete range of learning options should be defined, communicated to, and discussed with each learner.

4 *Learners should be able to gain skills and knowledge in a variety of locations–both on and off the traditional school site.*

4.1 Learners should be offered increased opportunities to gain firsthand learning experiences by means of study, observation, service, participation, and work in both the school and community.

4.2 Learners should have the opportunity, upon request, to be assigned to an actual work situation related to that learner's interests, career objectives, and maturity.

4.3 A means of evaluation should be developed, enabling learners to earn credit or other recognition through certain types of work situations, participation in community activities, or self-designed activities away from the traditional school setting.

5 *Learners should have wide flexibility in times for learning.*

5.1 School times (hours, days, months, years) should be flexible, extensive, and varied enough to accommodate a diversity of learner interests, styles, needs, and choices.

5.2 School scheduling should allow a learner to move freely from one learning activity to another on the basis of demonstrated proficiency.

5.3 School sites and facilities should be available and used throughout the year and beyond traditional school hours and days to serve learners as well as staff and community.

5.4 School attendance requirements should allow a learner to leave the school system temporarily with the approval of the learner's parents and the school. These furloughs should be of flexible duration, of educational value to the learner, and consistent with the learner's educational needs and objectives.

6 *The number of learners in an educational setting should promote personalized instruction.*

6.1 The size and setting of a learning group should be based on the type of learning activity to be conducted.

6.2 Groupings of learners should be small enough to offer a psychological and physical atmosphere that promotes the development of the learner's self-worth and identity within the school and community.

6.3 Intermediate schools should give special attention to limiting school size because early adolescents have unique needs in learning to live and work with one another.

7 *Learners should demonstrate proficiency in essential skills.*

7.1 Each learner should achieve and demonstrate specified levels of proficiency in the following essential skill areas:

— English language proficiency in the communication skills of reading, writing, speaking, and listening.

— Computational skills of addition, subtraction, multiplication, and division, as well as in the use of decimals and percentages and in the understanding of the systems of measurement.

— Ability to maintain a satisfactory level of physical conditioning and psycho-motor coordination consistent with one's identified needs and physical development.

— Demonstrate scientific and technological literacy; basic understanding of scientific principles and the ability to apply that understanding to everyday situations.

— Knowledge of American government and institutions and an understanding of the responsibilities of a citizen in a democratic society; an understanding of the themes, lessons, and trends of history.

— Skills needed for positive interaction with others in the school and community.

7.2 Each learner should be required, as a condition of completing secondary education, to demonstrate specified levels of proficiency in reading, writing, and computation. The minimum level of proficiency should be determined by the state. A method of enforcing school systems' compliance with this requirement should be developed and implemented.

7.3 Local school systems should determine minimum levels of proficiency desired in all other essential skill areas for learners completing secondary education.

8 *Social concepts that reflect present and future needs and concerns should be emphasized throughout the curriculum. Instruction should also emphasize development of human values.*

8.1 Instruction should relate directly to and reflect contemporary and emerging concerns. It should offer a means of examining the nature of society and its economic, political, social, and cultural institutions.

8.2 Instruction should aid learners in developing and clarifying their social, political, moral, and cultural values and in understanding the values of others.

8.3 Instruction should stress the relationships among various disciplines rather than being oriented to only one subject.

8.4 Instruction should give increased emphasis to fostering insight into the relationship of the individual to one's ecological, social, and economic environments.

8.5 Instruction should acquaint the learner with the nature of a global society in which interdependencies extend beyond national boundaries and languages.

8.6 Instruction should acquaint learners with the processes used in producing and distributing goods and services.

8.7 Instruction should aid learners in developing knowledge and lifelong attitudes and practices leading to optimum health.

8.8 Instruction should assist learners in acquiring skills in sports that can become lifelong activities and can be enjoyed on an individual, family, and/or coeducational basis.

8.9 Education for democracy should be a significant part of the instructional program. As part of this emphasis, the school's administration, student government, and student newspaper should reflect the principles of an enlightened democracy.

9 *Learners should be assured experiences that promote cooperation, understanding of others, and mutual respect.*

9.1 Learning activities should be designed to equip the maturing learner for positive human relationships involving the family and others.

9.2 School systems shall provide planned experiences for learners to be in regular contact with and learn from people whose racial, ethnic, socioeconomic, or cultural backgrounds are different from their own.

9.3 Procedures should be implemented for balancing, replacing, and/or removing all prejudiced or biased instructional materials from the curriculum.

9.4 Learners should be assured of the opportunity to participate in all school courses, programs, and activities regardless of age, sex, race, religion, or national ancestry.

9.5 School systems should ensure that staff members at all employment levels reflect the characteristics of the larger society.

10 *Learners should be instructed in the processes of decision making.*

10.1 Teaching the processes of decision making should be a regular activity in various instructional programs.

10.2 Instructional programs should provide a process to help each learner understand his/her abilities, weaknesses, interests, values, and personal qualities.

10.3 Maturing learners should be given increasingly more opportunities to make decisions that affect their education and future.

11 *Learners should have extensive and continuing opportunities for career awareness, exploration, and preparation.*

11.1 Instructional programs should aid each learner in developing self-awareness and self-direction while expanding one's awareness of occupations, clusters of related occupations, and the changing employment market.

11.2 Instructional programs should continually emphasize career planning and opportunities in relation to subject matter.

11.3 Each learner should be assisted in formulating appropriate attitudes about the personal and social significance of one's own work and the world of work.

11.4 Each learner should have an opportunity to gain an entry-level, marketable job skill prior to leaving secondary school.

11.5 Instructional programs should acquaint each learner with the importance of continuing education as a means to satisfy the ever-changing requisites for stability and advancement in employment careers.

11.6 Each learner should gain the knowledge, experience, skills necessary to begin implementing career objectives and to become acquainted with various routes for career advancement.

12 *Learners should be prepared to use increasing amounts of leisure time in a personally rewarding manner.*

12.1 Learners should be given opportunities to engage in personally rewarding leisure and recreational activities that may be continued throughout their lives.

12.2 Provisions should be made for awarding school credit and/or recognition for participation in leisure-time activities that give learners skills and attitudes conducive to adult leisure-time enjoyment.

13 *Learners should be introduced to, and involved in, aesthetic experiences as an essential part of the instructional program.*

13.1 Sensitivity to beauty should encourage learners to improve the appearance and quality of their environment as well as heighten their enjoyment of life.

13.2 Learners should be introduced to and, more importantly, allowed to participate in artistic, literary, musical, theatrical, or other aesthetic experiences.

13.3 Instructional programs should stimulate the interest of learners to develop aptitudes leading to careers in the arts.

14 *All staff should support and promote a personalized instructional process for all learners.*

14.1 Administrators should give the highest priority to developing staff and programs that personalize learning.

14.2 Administrators should give increased emphasis to coordinating participation in the decision-making process by parents, learners, staff, and other interested parties who need to be involved in the constant renewal of the educational system.

14.3 Administrators should coordinate educational activities for parents and others in the community as a means of promoting knowledge of, and involvement in, school programs and decisions.

14.4 Professional (certificated) teachers should act primarily as guides, managers, and facilitators of the learning process, in addition to being well-grounded and capable in a particular field. In carrying out this responsibility, professional teachers should arrange a broad array of learning options. Teachers also should be encouraged to develop opportunities for personal interaction with learners. They also should utilize a number of persons with varied backgrounds who can provide instruction under the teacher's supervision.

14.5 School systems should be permitted and urged to broaden the capabilities of their instructional staff by seeking, identifying, and employing qualified persons who are not already professional teachers. These staff members should be provided with a basic understanding of teaching techniques and diverse learner needs. The responsibilities of these staff members and their expected level of competency should be specifically defined.

14.6 All adults in the educational process should be aware of the tendency of young people to emulate adults they contact frequently.

14.7 School systems should give high priority to developing teams of professional teachers and other instructional staff members who are able to provide multi-disciplinary learning experience.

14.8 Instructional staff members should offer instruction to groups of learners of different ages who are prepared for the level of instruction to be offered.

14.9 Staffing provisions should allow learners to teach other learners as part of their own learning experiences.

14.10 Staffing organization should promote development of professional teams to meet the personal needs of learners.

14.11 Teacher-learner ratios should be based on the nature of the learning activity to be conducted and the educational outcomes desired.

15 *Counseling and advising should be directed toward assisting learners in acquiring a positive self-image to deal with problems and decisions.*

15.1 A sufficient number of credentialed counselors should be employed to serve as coordinators, planners, managers, and evaluators of instruction and services designed to build personal skills.

15.2 Counselors should serve as consultants to the instructional staff in solving interpersonal and learner behavior problems. Counselors should develop a relationship with learners to assist in solving personal problems that affect the learner's behavior and performance in school.

15.3 A sufficient number of adult advisers should be provided from the instructional and support staffs so that each learner can identify with and relate to at least one adult on a one-to-one basis.

15.4 Advisers should have the ability and resources to furnish accurate informatin and advice to the learner.

15.5 Counseling and advising services by staff members and advisers from the community should be augmented by peer counseling.

15.6 The counseling staff of each school should include those who can communicate appropriately with bilingual or bicultural students and parents from the community being served.

16 *Institutions that provide training for educational personnel should be willing to attest to the quality of their programs and be sensitive to changing conditions.*

16.1 Training programs should provide an early screening process that offers a means for the institution and for each candidate to determine the appropriateness of an educational career for that candidate.

16.2 When a candidate applies for a credential after completing a training program, the training institution should be required to certify to the state that the candidate has met desired standards and demonstrated specified levels of proficiency should be established jointly by the appropriate state agencies and representatives of training institutions and local school systems.

16.3 In setting standards for preservice teacher training, consideration should be given to promoting all of the following in addition to subject matter competence:

— A high level of emotional maturity and stability.

— An ability to interrelate subject matter.

— A knowledge of various teaching and learning formats in a personalized system.

— A professional perspective that reflects an awareness of the full range of educational needs and approaches.

— A basic understanding of the ways in which schools are financed, administered, and governed.

— An ability to look at divergent ideas objectively and present them to learners in a balanced, unbiased fashion.

— A sensitivity to the needs and differences of individual learners, especially as members of a pluralistic society

— An understanding of and an ability to relate well with adolescents and pre-adolescents, particularly those from other backgrounds.

— A knowledge of the development in young people of the perceptual and motor skills that are essential to the mastery of basic skills.

— A knowledge of the particular needs of youth from educationally disadvantaged circumstances.

17 *Licensing of educational staff members should be studied and periodic review considered.*

17.1 The existing system of state licensing of educators should be studied to consider the possibility of developing licenses for those staff positions described in this report.

17.2 A study of licensing procedures also should determine if a system of periodic review and renewal should be used as a means of ensuring professional competency.

18 *Local school systems should develop procedures for cooperative selection and review of staff.*

18.1 Local procedures should be developed to make the process for selecting members of a school's educational staff one that includes advice from learners, current staff members, and community representatives.

18.2 Local procedures should be developed for the drafting of criteria for the evaluation of all educational staff members on the basis of performance.

18.3 The following policies and practices for personnel selection should be continued, reinforced, and expanded to all school systems:

— Procedures should clearly state that the frequency of review will be specified by the employer at the time of employmemt.

— Procedures should give assurance that review will be based on performance. Once a staff members has completed the probationary period of employment, a periodic performance review should still be required as a condition of continued employment by the hiring agency.

— Procedures should allow for removing a staff member from a position if the staff member does not meet acceptable standards on his/her periodic review.

19 *Staff development activities should be expanded and tailored to meet changing needs.*

19.1 School systems, staff, and professional organizations should provide staff development activities in the skills of coordinating and managing resources and in good teaching techniques.

19.2 Staff development programs should be designed and administered primarily at the local or regional levels so that they will be responsive to the individual learner, staff, and community needs.

19.3 Staff members should assist in identifying specific training needs. Programs should be designed to meet these needs.

19.4 The special abilities of individuals on the instructional staff should be identified, and released time should be provided for them so that they may help other staff members improve their educational techniques.

19.5 When appropriate, various staff development activities for individual staff members should be held in the learning setting with learners present.

19.6 Staff development activities should be offered in a variety of ways and locations. Each staff member should have an opportunity to design his/her own programs with the approval of appropriate officials of the school system.

19.7 School systems should provide staff development opportunities in the area of multicultural education so that staff can better appreciate the heritage and values of the diverse groups in a pluralistic society.

19.8 Staff development activities for educators should include intensive training in the techniques of evaluating instruction.

19.9 Staff development activities for administrators and teacher trainers should include, at periodic intervals, the return of these educators to teaching responsibilities.

20 *Procedures for evaluating and dismissing educators should be simplified and improved.*

20.1 The existing process granting permanent status to public educators should be improved to provide as much assurance for the rights and welfare of the community and learners as is provided for educators.

20.2 Continued employment of an educator in a school system should be determined primarily on the educator's ability to carry out specific assigned duties.

20.3 Evaluation procedures should be established that clearly focus on the educator's performance of assigned duties.

20.4 Prior to initiating dismissal proceedings, every effort should be made to assist the educator in question to improve his/her performance.

20.5 The process of dismissing an educator should be expedited to ensure that the community and learners will suffer minimum effects from the unsatisfactory performance of that educator.

20.6 Whenever a school system intends to discontinue the employment of an educator, the educator's right to due process must be observed.

20.7 The principles of academic freedom must remain inviolate, and educators must retain the right to hold beliefs of their choice.

21 *Schools should be assured of perdictable funding at a level that will provide quality programs adequate to meet the individual needs of each learner.*

21.1 State school financing should not be based on a school system's average daily attendance figures nor tied to the time or manner in which instruction is provided. School financing would be more realistic if it were based on the number of learners enrolled in a school system's educational programs.

21.2 Every school system should be assured a level of financing sufficient to meet the educational needs of each of its learners. This level should be determined by an annual review of statewide cost indicators on a school system basis.

21.3 Separate funds, administered by the State Department of Education, should be provided annually to stimulate the necessary restructuring and provide leadership and staff development for the reform of intermediate and secondary education. The amount of funding should be reexamined annually to ensure its adequacy.

21.4 Provisions for retirement from a career in education should be structured and funded to give individuals a practical option of retirement at a relatively early age.

21.5 Additional funding as necessary should be provided for all cocurricular activities in intermediate and secondary school programs, such as interscholastic athletics and the performing arts.

22 *School systems should make effective use of community resources, and incentives should be developed for community participation.*

22.1 Every effort should be made to identify, obtain, and utilize fully and effectively those physical and human resources in the community that can contribute to achieving learning objectives.

22.2 Attempts should be made to seek, manage, and coordinate the participation of various segments of the community in providing opportunities for learning, service, and cultural experience.

22.3 A means should be developed to provide participating agencies and individuals with recognition, tax incentives, financial assistance, or other motivation for their participation in the educational process.

22.4 School systems should work with the community to make full and wise use of the increasing variety of new learning materials, equipment, and systems, such as television, computers, and other technological advances.

22.5 The cooperation, support, and assistance of appropriate agencies should be obtained to provide a service for the employment and/or educational placement of learners as they complete their secondary education.

22.6 Extensive efforts should be made to gain and coordinate the involvement of other agencies and parents in solving school/community problems, such as problems of violence and vandalism and the health and nutritional needs of learners.

22.7 To the broadest extent desirable, services of all state and local agencies working to serve the needs of youth should be within easy access of learners.

22.8 School facilities and resources should be readily available to the community for educational and recreational activities if such use does not conflict with school programs.

23 *The programs of all school systems should be evaluated regularly.*

23.1 The state should assume responsibility for establishing a statewide system of periodic evaluation of intermediate and secondary schools.

23.2 The evaluative criteria should include, but not the limited to, the degree to which learners achieve mastery of essential skills, prepare themselves for employment or further education, and demonstrate such proficiency as may be required by local school boards.

23.3 The statewide system should provide for evaluation mechanisms in which learners, citizens, educators, and local school boards are actively involved in establishing local evaluative criteria, gathering information about those criteria.

23.4 Results of school evaluations should be made available in a timely and understandable fashion to those who request them, and the availability of the results should be publicized.

23.5 In the event that a learner leaves the public school without attaining locally specified levels of proficiency in essential skills, the school should document for parents and the learner the reasons such proficiency was not achieved.

24 *When formulating policy, those responsible for governance of the schools should seek out, respond to, and consider the information, advice, and recommendations of those parties affected by these actions.*

25 *School systems and school administrators should support an aggressive public information program.*

26 *Intermediate and secondary schools and higher education institutions should cooperate in identifying college and university entrance competencies.*

Tests

APPENDIX D

GENERAL ACHIEVEMENT

Name of Test	*Purpose/Content*	*Age Range*	*Publisher*
Iowa Test of Basic Skills	To measure vocabulary, reading, comprehension, language, word study, and math skills.	8-15	Houghton-Mifflin Co.
California Achievement Tests, Level IV, V	Reading (vocabulary, comprehension), mathematics (computation, concepts, problems), language (mechanics, usage, structure, spelling).	Level IV - Gr. 6-9, Level V - Grades 9-12	CTB/McGraw-Hill
Adult Basic Learning Examination	To determine general educational levels of adults who have not completed the 8th grade by measuring vocabulary, reading, spelling and math.	Adults with achievement levels, grades 1-12	Harcourt, Brace, Jovanovich, Inc.
Stanford Achievement Test	Paragraph meaning; spelling; language; math (computation, concepts, applications), social studies, science.	Advanced Battery, Grades 7-9.9	Harcourt, Brace, Jovanovich, Inc.
Metropolitan Achievement Tests	Reading (word knowledge); language; spelling; math (computation, concepts, problem solving); science; social studies.	Intermediate Gr. 5-6.9, Advanced Gr. 7-9.5	Harcourt, Brace, Jovanovich, Inc.
Systems FORE	An informal assessment/instructional planning system consisting of 885 developmentally organized objectives in math, language, and reading, coded to suggested instructional materials.	Ages 1-10	Foreworks
Survey of Study Habits and Attitudes	To provide a self-analysis of an individual's study habits and to serve as a basis for counseling.	Grades 8-14	Educational Records Bureau

READING

Name of Test	*Purpose/Content*	*Age Range*	*Publisher*
Diagnostic Reading Tests	Vocabulary, comprehension, rate of reading, word attack skills	Grades 7-13	Science Research Associates, Inc.
Nelson-Denny Reading Test	To measure reading ability through vocabulary and comprehension	Grades 9-16	Houghton-Mifflin Co.
Botel Reading Test	To determine instructional, independent, and frustration reading levels	Grades 1-12	Follett Publishing Co.
Gates-MacGinitie Reading Tests	To provide information on achievement in comprehension, vocabulary, speed and accuracy.	Grades 1-12	Teacher's College Press
Gray Oral Reading Test	To provide a measure of growth in oral reading and aid in diagnosis or oral reading problems.	Grades 1-12 and Adult	Bobbs-Merrill Co., Inc.
High Intensity Learning Test	Criterion-referenced measurement of word study skills, comprehension, and vocabulary.	Grades 1 - High School	Random House
Individualized Criterion-Referenced Testing	Eight levels covering range of reading skills; five items per objective in pre and post tests.	Grades K-8	Educational Development Corp.

READING

Name of Test	*Purpose/Content*	*Age Range*	*Publisher*
Stanford Diagnostic Test: Level II	To determine reading strengths and weaknesses	9-14	Harcourt, Brace, Jovanovich, Inc.
Durrell Listening-Reading Series	To measure a student's understanding of both written and spoken language	6-14	Harcourt, Brace, Jovanovich, Inc.
McCullough Word Analysis Test	To test word analysis skills.	9-13	Harcourt, Brace, Jovanovich, Inc.
Diagnostic Reading Scales	To pinpoint deficiencies that interfere with reading ability and to indicate instructional, independent, and potential levels of reading.	14-18	CTB/McGraw-Hill
Adult Basic Reading Inventory	Sight words; sound and letter discrimination, word meaning, listening, context reading.	Functionally illiterate adults and adolescents	Scholastic Testing Service
Iowa Silent Reading Tests	Rate: comprehension; directed reading, poetry comprehension, word meaning; sentence meaning; paragraph comprehension, use of index, selection of key words.	Grades 6-12 and College	Harcourt, Brace, Jovanovich, Inc.

MATH

Name of Test	*Purpose/Content*	*Age Range*	*Publisher*
McGraw-Hill Mathematics Inventory	To determine student mastery for 351 instructional objectives in math.	Grades 4-8	CTB/McGraw-Hill
McGraw-Hill Contemporary Mathematics Test	A supplement to the California Achievement Test designed to estimate knowledge and understanding of concepts in modern math programs.	Grades 3-12	CTB/McGraw-Hill
Stanford Diagnostic Arithmetic Test	To pinpoint specific problems in computation and the number system.	Grades 2-5 - 8.5	Harcourt, Brace, Jovanovich, Inc.
Fountain Valley Teacher Support System in Mathematics	A criterion-referenced test to diagnose individual deficiencies in (1) numbers and operations, (2) geometry, (3) measurement, (4) application, (5) statistics, (6) sets, (7) functions and graphs, (8) logical thinking, and (9) problem-solving. Pre and post tests and reteaching prescriptions are provided.	Grades K-8	Richard Zweig Associates, Inc.
Individualized Criterion-Referenced Testing	Eight levels cover 312 objectives objectives from matching items to a probability problem.	Grades K-8	Educational Development Corp.
Sign Posts and Check Points	Behavioral objectives covering rote counting through ratio, proportion and percent. *Purpose/Content*	Grades K-Alebra	Department of Public Instruction, South Dakota

VOCATIONAL

Name of Test	*Purpose/Content*	*Age Range*	*Publisher*
Ohio Vocational Interest Survey (OVIS)	To use with high school students in educational and vocational planning. The survey covers all occupations defined in the *Dictionary of Occupational Titles.*	13-18	Harcourt, Brace, Jovanovich, Inc.
Strong Vocational Interest Blanks for Men and Women	To help predict chances of success and satisfaction in a variety of occupations.	16-Adult	Stanford University Press
Hall Occupational Orientation Inventory	To measure worker traits and job characteristics as well as psychological needs and value fulfillments.	Grades 9-16 and Adults	Follett Education CORP.
Becker Reading Free Vocational Interest Inventory	To assess preference for work areas through non-reading techniques.	Retarded adolescents and Adults	AAMD
SRA Vocational Planning Inventory	To assist students in selecting vocational training. Measures, arithmetic, pictorial reasoning, verbal aptitude, interpersonal values, mechanical aptitude.	Grades 8-12	Science Research, Associates
Comprehensive Career Assessment Scale	To measure interests and familiarity with various career clusters.	Grades 3-7 and Grades 8-12	Learning Concepts
California Occupational Preference Survey (COPS)	Scores may be obtained for 14 scales representing clusters of occupations within six major career areas.	Ages 9-16 and Adults	Educational and Industrial Testing Service

TEST PUBLISHERS

The Allington Corporation
801 North Pitt Street, no. 701
Alexandria, Virginia 22314

American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

American Guidance Service, Inc.
Publisher's Building
Circle Pikes, Minnesota 55014

Bobbs-Merrill Co., Inc.
4300 West 62nd Street
Indianapolis, Indiana 46208

California Test Bureau (CTB)
McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Counselor Recordings and Tests
Box 6184 Acklen Station
Nashville, Tennessee 37212

Educational Development Corporation
Post Office Box 45663
Tulsa, Oklahoma

Educational Publishing Service, Inc.
Cambridge, Mass. 02138

Educational Records Bureau
116 Maple Avenue
Greenwich, Connecticut 06838

Educational Testing Service for California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

Educational and Industrial Testing Service
P. O. Box 7234
Sa Diego, CA 92107

Follett Educational Corporation
1010 West Wahington Boulevard
Chicago, Illinois 60607

Foreworks
617 North Oxford Avenue
Los Angeles, CA 90004

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, N.Y. 10017

Houghton-Mifflin Co.
777 California Avenue
Palo Alto, CA 94304

Learning Concepts
2501 N. Lamar
Austin, Texas 75705

Office of Information
Department of Public Insturcton
Pierre, South Dakota 57501

Person-O-Metrics
20504 Williamsburg Road
Dearborn Heights, Michigan 48127

Random House
Educational Systems Division
Westminister, Maryland 21157

Research and Training Center in Mental Retardation
University of Oregon
Eugene, Oregon

Richard Zweig Associates, Inc
20800 Beach Boulevard
Huntington Beach, CA 92648

R.V. Skoczylas
7649 Santa Inez Court
Gilroy, CA 95020

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106

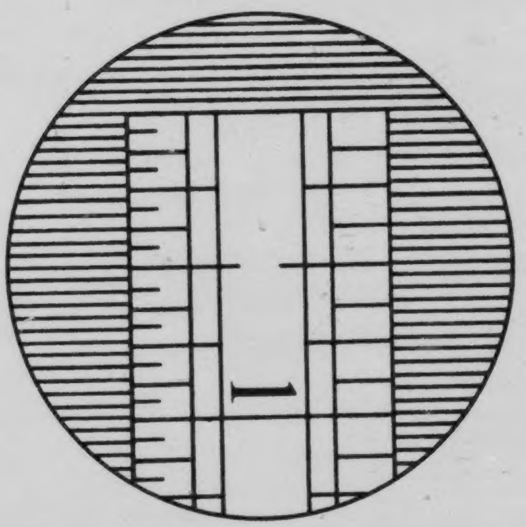
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Stanford University Press
Stanford, CA 94305

Teacher's College Press
502 West 121st Street
New York, N.Y. 10027

Western Psychological Services
12031 Wilshire Boulevard
Los Angeles

Curriculum Materials



APPENDIX E

This section includes annotations of instructional materials resources in a variety of subject areas. The pages have been designed so that they can be cut and filed in an index box allowing you to maintain an ongoing list of the best currently available materials.

Subject Career Ed.

Title: Aptitude and Occupations

Interest/Educational Level: Secondary

Reading Level:

Format: 16mm color film

Description: Captioned film for the deaf. Stresses importance of individual counseling.

Price:

Publisher: Media Services & Captioned Films, Div. of Ed. Services, BEH, U.S. Office of Ed.

Subject Career Ed.

Title: Are You Ready for a Job?

Interest/Educational Level: 7-12

Reading Level:

Format: 16mm color film

Description: Stresses value of high school & college in looking for a job.

Price: $140.00 purchase/$20.00 rental

Publisher: AIMS Instructional Media Services

Subject Career Ed.

Title: Career Clusters & the World of Work

Interest/Educational Level: 10-12

Reading Level:

Format: Filmstrip, cassette, teacher's guide

Description: Overview of career clusters

Price: $19.50

Publisher: Educational Projections Corp.

Subject Career Ed.

Title: Career Clusters by Directory of Occupational Titles.

Interest/Educational Level: 7-12

Reading Level:

Format:

Description: Lists USOE career clusters & related occupations with educational classification.

Price: $5.00

Publisher: D & E Publishing Co.

Subject Career Ed.

Title: Are You Looking Ahead?

Interest/Educational Level: 7-12

Reading Level:

Format: 10 filmstrips, teacher's manual

Description: Stresses value of high school & college education.

Price: $140.00 purchase/$20.00 rental

Publisher: AIMS Instructional Services

Subject Career Ed.

Title: Career Clusters: An Introduction to Related Occupations

Interest/Educational Level: 7-9

Reading Level:

Format: 8 Cassettes

Description: Introduces 15 career clusters

Price: $70.00

Publisher: Mafex Associates/H. Wilson Corp.

Subject Career Ed.

Title: Career Development Program

Interest/Educational Level: 8-11

Reading Level:

Format: Notebooks, inventories & program guide

Description: Stresses career awareness as a continuous process through values, needs, decision making, abilities, interests. Can be used as a complete or supplementary program.

Price: $30.50

Publisher: SRA

Subject Career Ed.

Title: The Job Ahead

Interest/Educational Level: Secondary

Reading Level: 2-5

Format: Hardbound text, 5 exercise books, 1 guide

Description: Reading instruction & information about the working world.

Price:

Publisher: SRA

Subject Career Ed.

Title: Junior Guidance Series Workbooks

Interest/Educational Level: 6-9

Reading Level:

Format: 15 booklets, paperback

Description: Educational, vocational, personal and social guidance for Jr. High students concerning career preparation in various areas.

Price: $1.10 single copy

Publisher: SRA

Subject Career Ed.

Title: Introducing Career Concepts Senes I and II

Interest/Educational Level: 5-9

Reading Level:

Format: Two series: Inventory & Guide

Description: A curriculum oriented program to prepare the student for jobs—helps students relate abilities, interests, work areas and relates this to curriculum areas.

Price: $11.25

Publisher: SRA

Subject Career Ed.

Title: Job Experience Kits

Interest/Educational Level: 8-Adult

Reading Level:

Format:

Description: Special Ed. materials for student to experience & develop job info. through work simulation activities. Can be used on an individual or group basis. Represents a variety of fields.

Price: $160.00

Publisher: SRA

Subject Career Ed.

Title: The Bank Book

Interest/Educational Level: Secondary

Reading Level:

Format: Worktext

Description: Covers understanding banking with illustrations & comprehension questions, i.e. choosing a bank, checking accounts, etc.

Price: $1.75

Publisher: Frank E. Richards

Subject Career Ed.

Title: Career Awareness: The Fascinating World of Work

Interest/Educational Level: 7-12

Reading Level:

Format: Filmstrips, cassettes

Description: 3 volumes stressing importance of seeking appropriate career, descriptions of careers and background of careers.

Price: $88.00-$132.00 per volume.

Publisher: National Career Consultants, Inc.

Subject Career Ed.

Title: Career Awareness Program

Interest/Educational Level: 4-8

Reading Level:

Format: Comic books, charts, game, teacher's guide, display pack

Description: Practical career guidance program examining key career clusters.

Price: $42.50

Publisher: King Features

Subject Career Ed.

Title: Building Trades

Interest/Educational Level: 7-12

Reading Level:

Format: 1 filmstrip, 1 cassette

Description: Relates facts to student who does now know what field to enter.

Price: $175.00 purchase/$20.00 rental

Publisher: AIMS Instructional Media Services

Subject Career Ed.

Title: Career Awareness Series

Interest/Educational Level: 4-8

Reading Level:

Format: 6 filmstrips, 6 records, teacher's guide

Description: General overview of jobs.

Price: $90.00

Publisher: AIMS Instructional Media Services

Subject Career Ed.

Title: Career Development & Guidance Series

Interest/Educational Level: 9-Adult

Reading Level:

Format: 12 filmstrips, 15 self analysis manuals

Description: Each part of program tells of someone who went back to school & trained for a job. Manuals help student evaluate preferences & stresses job training.

Price: $135.00 per program. $10.00 per filmstrip, $1.00 per manual

Publisher: Educational Projections Corp.

Subject Career Ed.

Title: Career Awareness

Interest/Educational Level: 7-12

Reading Level:

Format: Filmstrips, workbooks, cassettes, teacher's guide

Description: Two kits examining individual career clusters through use of games & role playing.

Price: $1,600.00

Publisher: AIMS Instructional Media Services

Subject Career Ed.

Title: Career Education: A Newsletter Series

Interest/Educational Level: 11-Adult

Reading Level:

Format: Book

Description: Career education related conceptually with various techniques of implementation.

Price: $2.00

Publisher: SRA

Subject Career Ed.

Title: Career Development Laboratory

Interest/Educational Level: 8-12

Reading Level:

Format: 30 cassettes, survey forms, guide, poster

Description: 60 taped interviews with successful working people that help to broaden student awareness.

Price: $250.00

Publisher: Educational Progress

Subject Career Ed.

Title: Career Explorations and Planning

Interest/Educational Level: 8-12

Reading Level:

Format: Text, student workbook, teacher's manual

Description: Relates occupational info. Criteria and guidelines for choosing an occupation.

Price: Text-$5.25, workbook-$1.50, manual-$1.50

Publisher: Houghton Mifflin

Subject Career Ed.

Title: Career Education

Interest/Educational Level: 6-9

Reading Level:

Format: Microfiche (30 titles)

Description: Career information on subjects of 15 USOE career clusters

Price: $51.00

Publisher: Xerox Education Publishers

Subject Career Ed.

Title: Career Education Program Vol. 2 & 3

Interest/Educational Level: Vol. 2, 7-9; Vol. 3, 10-12

Reading Level:

Format: Curriculum guide, duplicating masters.

Description: Focuses on comprehensive educational planning for students or career education.

Price: $18.00 each

Publisher: Houghton Mifflin

Subject Career Ed.

Title: Career Exploration Series

Interest/Educational Level: 7-Adult

Reading Format:

Format: Per Unit: 6 filmstrips, 3 cassettes, 50 career rating charts, 2 counselor keys

Description: Multimedia approach to occupational orientation

Price: $64.50 per unit

Publisher: Acoustifone Corp.

Subject Career Ed.

Title: Career Exploration Kits

Interest/Educational Level: Secondary

Reading Level:

Format: 20 kits-each kit: 6 filmstrips, 3 cassettes, 2 keys, 50 student rating charts

Description: Assists students in exploring general and specific occupations.

Price:

Publisher: Acoustifone Co.

Subject Career Ed.

Title: Career Information Kit

Interest/Educational Level: 9-12

Reading Level:

Format: 212 folders, index case, teacher's guide

Description: Kit of job families for group and individual guidance.

Price: $283.00

Publisher: SRA

Subject Career Ed.

Title: Career Perspective: Your Choice of Work

Interest/Educational Level: 10-12

Reading Level:

Format: Textbook

Description: Touches career components and self-assessment, importance of choice and world of work.

Price: $4.50

Publisher: Charles A. Jones Publishing Co.

Subject Career Ed.

Title: Career Insights & Self Awareness Games

Interest/Educational Level: 4-8

Reading Level:

Format: 6 games, teacher's manual, 6 game guides

Description: Games that assess personal interests which 4-30 people can play.

Price: $36.00

Publisher: Houghton-Mifflin

Subject Career Ed.

Title: Career Survival Skills

Interest/Educational Level: 5-12

Reading Level:

Format: Career ed. index handbook, wall chart, cassette, student data sheets, teacher's manual, professional books.

Description: Develops resource-seeking and decision making skills as well as self-awareness.

Price: $49.95

Publisher: Charles E. Merrill

Subject Career Ed.

Title: Career Opportunities in Retailing

Interest/Educational Level: 7-12

Reading Level:

Format: 16mm film

Description: Designed to stimulate thinking about various careers.

Price: $205.00 purchase/$20.00 rental

Publisher: AIMS Instructional Media Services

Subject Career Ed.

Title: Career Values: What Really Matters to You?

Interest/Educational Level: 9-12

Reading Level:

Format: 5 filmstrips, discussion guide, 5 cassettes

Description: Introduces concept of personal values as key to job satisfaction & skills in using personal values in applying for a job.

Price: $110.00

Publisher: Guidance Associates

Subject Career Ed.

Title: Career: Exploration & Decision

Interest/Educational Level: 9-12

Reading Level:

Format: Textbook, teacher's guide

Description: Covers choosing an occupation & personality types, what is work, income info., economic changes, care r clusters, decision making.

Price: $4.98

Publisher: Prentice-Hall

Subject Career Ed.

Title: Careers and Lifestyles

Interest/Educational Level: 9-12

Reading Level:

Format: Kit: 8 filmstrips, 8 cassettes, discussion guide.

Description: Depicts interesting people in career and stresses awareness of personal values, interests, abilities & resources.

Price: $147.50

Publisher: Guidance Associates

Subject Career Ed.

Title: Choosing YOUR Career

Interest/Educational Level: 10-12

Reading Level:

Format: Book

Description: Programmed book to help students with career guidance.

Price: $1.50

Publisher: Coronet Instructional Media

Subject Career Ed.

Title: Career: Exploration & Decision

Interest/Educational Level: 9-12

Reading Level:

Format: Textbook, teacher's guide

Description: Covers choosing an occupation & personality types, what is work, income info., economic changes, career clusters, decision making

Price: $4.98

Publisher: Prentice-Hall

Subject Career Ed.

Title: Compulearn

Interest/Educational Level: K-12

Reading Level:

Format: Electronic individualized nonconsumable career education program.

Description: Covers 3 phases of career ed.; awareness & exploration of the world of work, evaluation of interests, abilities & values & decision making.

Price: $3.50

Publisher: Random House

Subject Career Ed.

Title: Choosing Your Career

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes, discussion guide.

Description: Describes personality types, evaluation of personalities & relation to career areas.

Price: $48.50

Publisher: Guidance Associates

Subject Career Ed.

Title: What's It Like?

Interest/Educational Level: 7-9

Reading Level:

Format: 24 cassettes, poster, utilization guide

Description: Interviews with workers in a variety of occupations covering nature of work, demands on the job, rewards, qualifications and likes and dislikes.

Price: $148.75

Publisher: United Learning

Subject Career Ed.

Title: World of Work: Vocational Opportunities

Interest/Educational Level: 7-12

Reading Level:

Format: 14 filmstrips, 7 cassettes, teacher's manual

Description: Presents ways workers in various fields go about tasks.

Price: $130.00

Publisher: Eye Gate House

Subject Career Ed.

Title: We Want You

Interest/Educational
Secondary-Adult

Reading Level:

Format: Pocket size paperback

Description: This is a guide about choosing and finding a job, and going back to school and getting an equivalency diploma.

Price: .75

Publisher: Noble and Noble Publishers

Subject Career Ed.

Title: Where Will I Fit In?

Interest/Educational Level: 7-12

Reading Level:

Format: 4 filmstrips, 2 cassettes, teacher's guide

Description: Explains responsibilities of different jobs. Workers talk about stimulation and job satisfaction.

Price: $48.00

Publisher: Teaching Resources films

Subject Career Ed.

Title: Yellow Pages of Learning Resources

Interest/Educational Level: 7-Adult

Reading Level:

Format: Information on 71 urban occupations presented and stresses using environment as a learning resource.

Description:

Price: $1.95

Publisher: MIT Press

Subject Career Ed.

Title: Putting Your Newspaper to Work

Interest/Educational Level: Secondary

Reading Level:

Format: Spiral bound manual teacher's manual

Description: Good for secondary EMR students to assist with use of newspaper.

Price: $3.50 ($2.50 net to schools)

Publisher: Burgess Publishing Co.

Subject Career Ed.

Title: You and Your Work

Interest/Educational Level: Secondary

Reading Level:

Format: 10 min. color film

Description: Story of a young man's failure on the job and his rehabilitation and success.

Price:

Publisher: Media Services and Captioned Films

Subject Career Ed.

Title: Real People At Work Books

Interest/Educational Level: 7-12

Reading Level: 2.0-4.0

Format: Book, cassette

Description: Case studies of people doing their job—compliment *Real People At Work* resource kits 9 series available

Price: $1.65 per book, $5.50 per cassette (Minimum order 10 books or cassettes)

Publisher: Changing Times Education Service

Subject Career Ed.

Title: Service Occupations

Interest/Educational Level: 7-12, Special Ed.

Reading Level:

Format: Worktext

Description: Controlled vocabulary and low reading level materials to assist student in how he/she can make for himself an important place in the world.

Price: $1.95

Publisher: F. E. Richards Publishing Co.

Subject Career Ed.

Title: They Work and Serve

Interest/Educational Level: 9-Adult Ed.

Reading Level: 4.0-5.0

Format: Book

Description: Shows 11 people in different jobs and how an honest job deserves respect.

Price: $1.24

Publisher: Steck-Vaughn

Subject Career Ed.

Title: Semi-Skilled Careers Kit

Interest/Educational Level: 9-12

Reading Level:

Format: Cards

Description: Career briefs and summaries, job guides and a 1 year subscription to updating of *Semi-Skilled Careers Service.*

Price: $45.00

Publisher: Houghton-Mifflin

Subject Career Ed.

Title: Paraprofessionals: Careers of the Future and Present

Interest/Educational Level: 7-12

Reading Level:

Format: Textbook

Description: For paraprofessional jobs, text contains history, nature of work, qualifications advancement, supply and demand, etc.

Price: $4.79

Publisher: Julian Messner

Subject Career Ed.

Title: Talking Handbook of American Occupations

Interest/Educational Level: 9-12

Reading Level:

Format: 60 Cassettes

Description: Presents 120 lessons on career information including educational training requirements.

Price:

Publisher: Mafex Assoc.

Subject Career Ed.

Title: Random House Career Awareness Program

Interest/Educational Level: 4-8

Reading Level:

Format: Per kit: 6 filmstrips, 6 cassettes, 6 duplicating masters, instructor's guide, teacher's guide

Description: Adventures in the World of Work, Who Works for You—information on various jobs, backgrounds for job choices.

Price: $87.96 per kit

Publisher: Random House

Subject Career Ed.

Title: Pilot Library Series, 1c, 2a, 2b

Interest/Educational Level: 3-9

Reading Level: 1c, 2.0-6.0, 2a, 2.0-7.0, 2b, 3.0-8.0

Format: Each kit contains: 72 pilot books, 20 key booklets, teacher's guide, student record booklet

Description: Supplementary program containing high interest books with comprehension questions.

Price: $112.34 each

Publisher: SRA

Subject Career Ed.

Title: Project View

Interest/Educational Level:

Reading Level:

Format:

Description: Student-centered occupational informational system 2/250 color coded cards.

Price:

Publisher: Washington State Commission on Vocational Education

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Subject Career Ed.

Title: Professional Careers Kits

Interest/Educational Level: 9-Adult

Reading Level:

Format: Kit

Description: Reference for college-bound student containing 550 career items and 1 year

Price: $81.00

Publisher: Houghton Mifflin

Subject Career Ed.

Title: Ready Reference to Occupations Kit

Interest/Educational Level:

Reading Level:

Format: File of 400 occupational briefs and 1 yr. subscription to *Chronicle's Brief Service*. Uses Dot Classification System

Description:

Price: $109.50

Publisher: Chronicle Guidance Publications, Inc.

Subject Career Ed.

Title: Occupational Outlook Handbook

Interest/Educational Level: 9-Adult

Reading Level:

Format: Book

Description: Information on over 800 careers

Price: $6.85

Publisher: U.S Government Printing Office

Subject Career Ed.

Title: Office PRACTICE Series

Interest/Educational Level: Secondary

Reading Level:

Format: Color or b/w films

Description: Covers: Your Attitude, Manners and Customs, Working with Others.

Price: $87.50-$175.00 each

Publisher: Coronet Instructional Materials

Subject Career Ed.

Title: Overhead Projection Transparencies

Interest/Educational Level: Secondary

Reading Level:

Format: Transparencies

Description: Over 1300 transparencies and 54 vocational subjects.

Price: $35.00 per set

Publisher: 3M Co.

Subject Career Ed.

Title: Occupations and Occupations 2

Interest/Educational Level: 7-12

Reading Level:

Format: 2 texts

Description: Stories about real people working on specific jobs including duties, responsibilities, qualifications, working conditions, etc.

Price: $3.20

Publisher: New Readers Press

Subject Career Ed.

Title: On the Job Training and Where to Get It

Interest/Educational Level: 7-12

Reading Level:

Format: textbook

Description: Describes training, opportunities available to high school graduates

Price: $5.29

Publisher: Julian Messner

Subject Career Ed.

Title: Pacemaker Practical Arithmetic Series

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Vocationally directed program emphasizing arithmetic skills.

Price:

Publisher: Fearon

Subject Career Ed.

Title: The New Rochester Occupational Reading Series

Interest/Educational Level: Secondary

Reading Level: 2-6

Format:

Description: Develops language skills needed for success in the job.

Price:

Publisher: SRA

Subject Career Ed.

Title: Non-Traditional Careers for Women

Interest/Educational Level: 7-12

Reading Level:

Format: Textbook

Description: Information about 500 non traditional careers, personality education etc.

Price: $5.64

Publisher: Julian Mesner

Subject Career Ed.

Title: Occu-File

Interest/Educational Level: Jr./Sr. High School

Reading Level:

Format: mini-briefs covering occupational awareness

Description:

Price: 98.75

Publisher: Occupational Awareness

Subject Career Ed.

Title: Non-Traditional Careers for Women

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips. 2 cassettes

Description: History of women's roles and jobmarket in the U.S. Explains history of women's role confinement and women's new pursuit of non-traditional careers.

Price: $46.00

Publisher: Pathescope Educational Films, Inc., Melton Book Co.

Subject Career Ed.

Title: Occupational Cluster Posters

Interest/Educational Level: 9-12

Reading Level:

Format: 15 posters, user's guide

Description: 20"x26" posters in color based on 15 career clusters

Price: $15.00

Publisher: Houghton-Mifflin

Subject Career Ed.

Title: Occupational Guidance Series

Interest/Educational Level: Secondary

Reading Level:

Format: 5 units, 8 volumes each

Description: Explores over 800 careers, duties, responsibilities, salary, and education

Price: $43.50 per unit

Publisher: Finney Co.

Subject Career Ed.

Title: Learning About Careers

Interest/Educational Level: 7-12

Reading Level:

Format: 72 transparencies

Description: Some of the topics include selecting a career, rules to follow, what does each worker do, different ways of working.

Price: $165.00

Publisher: Mafex Assoc.

Subject Career Ed.

Title: Making It In the World

Interest/Educational Level: Secondary

Reading Level:

Format: 16mm color sound movie

Description: Film explores lifestyles of 9 graduates who are working.

Price: $325.00

Publisher: McKnight Publishing Co.

Subject Career Ed.

Title: Mathematics For Employment

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Basic math concepts are presented and their relationship with life areas.

Price:

Publisher: Mafex Assoc.

Subject Career Ed.

Title: Life Style 70's

Interest/Educational Level: 9-12

Reading Level:

Format: 15 books, 15 skill development packages, teachers guide

Description: Auditory approach to develop self-concept and reading remediation

Price: $140.00 kit, $14.95 per model

Publisher: Mafex Assoc.

Subject Career Ed.

Title: Learn to Earn

Interest/Educational Level: Secondary

Reading Level:

Format: 10 books, teacher's guide

Description: Stories of high school students in work study programs.

Price: $31.50

Publisher: Mafex Assoc.

Subject Career Ed.

Title: National Guidance Handbook: A Guide to Vocational Education Programs

Interest/Educational Level: 7-12

Reading Level:

Format: Book

Description: Information about vocational and technical education available with indexes, locations and other relevant info.

Price: $8.95

Publisher: SRA

Subject Career Ed.

Title: Job Scene

Interest/Educational Level: 6.0-12.0

Reading Level:

Format: 9 pamphlets, teacher's guide

Description: Multi-ethnic non-sexist authentic job information.

Price: $125.00

Publisher: Job Scene

Subject Career Ed.

Title: Jobs For High School Students

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes, discussion guides

Description: Helps students explore reasons for working, job objectives, job qualifications, etc.

Price: $48.50

Publisher: Guidance Assoc.

Subject Career Ed.

Title: Jobs in . . . Series

Interest/Educational Level: 7-12

Reading Level:

Format: Per kit, filmstrips & cassettes

Description: Explores careers in data processing, health service and printing.

Price: $75.00-$90.00

Publisher: Melton Book Co./Coronet

Subject Career Ed.

Title: Jobs and Gender

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes, discussion guides

Description: Interviews challenge stereotype roles of men and women.

Price: $48.50

Publisher: Guidance Assoc.

Subject Career Ed.

Title: Jobs From A to Z

Interest/Educational Level: Secondary

Reading Level:

Format: Workbook

Description: Illustrated work book that gives a variety of occupations and develops reading comprehension skills.

Price:

Publisher: Frank E. Richards

Subject Career Ed.

Title: Inquiry-Oriented Mini-Units

Interest/Educational Level: 9-Adult

Reading Level:

Format: 40 copies of 3-4 page article, transparencies, ditto master teacher's guide

Description: Units on such as: Hire an Employment Agency to Find a Job, How Much do Fringes Boost your Pay, How on Earth Do Working Wives Manage?

Price: $12.00 per unit

Publisher: Changing Times Education Service

Subject Career Ed.

Title: Jobs in Your Future

Interest/Educational Level: 8-12

Reading Level: 4-6

Format: Paperback book, workbook

Description: Training skills, and attitudes needed to find the right job including practice in filling out forms.

Price: 90 cents

Publisher: Scholastic Book Co.

Subject Career Ed.

Title: The Job Ahead

Interest/Educational Level: Intermediate/Secondary

Reading Level: Paperback exercise books, hardbound text teacher's guide

Description: Occupational reading series keyed to realistic experiences of teenagers and young adults.

Price: $6.05 text, $1.71 teacher's guide, $4.50 set of five, $1.00 individual titles

Publisher: SRA

Subject Career Ed.

Title: A Job For You

Interest/Educational Level: Secondary

Reading Level: 5-6

Format: Book

Description: Practical reading experiences on location of work and job opportunities.

Price: $1.76

Publisher: Steck-Vaughn

Subject Career Ed.

Title: Building a Harbor

Interest/Educational Level: 1-8

Reading Level:

Format: 16mm film-13 minutes

Description: Describes construction of a harbor over a 3 year period. Survey, mapping, ecological studies& model experimentation by the U.S. Army Corps. Describes men, machines & materials needed for the job.

Price: $185.00 purchase/$20.00 rental

Publisher: AIMS Instructional Media Services

Subject Career Ed.

Title: Bookkeeping:Occupations & Opportunities

Interest/Educational Level: 7-12

Reading Level:

Format: 16mm film, 15 minutes, color

Description: Traces history of bookkeeping. Importance of keeping accurate records both financial & for business inventories, value of a knowledge of bookkeeping.

Price: $180.00 purchase/$10.00 rental

Publisher: BFA Educational Media

Subject Career Ed.

Title: Big Blue Marble Learning Kits

Interest/Educational Level: 5.0-8.0

Reading Level:

Format: Color sound 35mm filmstrip, manipulatives, vocabulary cards & teachers guide

Description: Introduce students to 10 career areas and job clusters.

Price: $35.95

Publisher: Xerox Films

Subject Career Ed.

Title: Business Careers Kit

Interest/Educational Level: 9-12

Reading Level:

Format: Kit

Description: Includes career briefs & printed materials.

Price: $37.50

Publisher: Houghton Mifflin

Subject Career Ed.

Title: Building Trader: Housebuilder

Interest/Educational Level: Secondary

Reading Level:

Format: 16mm color film

Description: Illustrates how a home is built and the job of the builder.

Price:

Publisher: Media Services & Captioned Films

Subject Career Ed.

Title: Business Machine Operations

Interest/Educational Level: 7-12

Reading Level:

Format: 16mm film

Description: Shows entry jobs and machines used.

Price: $90.00

Publisher: Sterling Educational Films

Subject Career Ed.

Title: Careers In . . .

Interest/Educational Level: 9-12

Reading Level:

Format: Per kit: 1 filmstrip, 1 cassette

Description: Covers fashion design, the fine arts, illustration, photography, television, presented by well-known people in their occupation.

Price: $22.50 per title

Publisher: Melton Book Co.

Subject Career Ed.

Title: Business—What's it all About?

Interest/Educational Level: 7-Adult

Reading Level:

Format: 16mm film

Description: Demonstrates business operations of 4 different companies.

Price:

Publisher: Film Fair Communications

Subject Career Ed.

Title: Career Series

Interest/Educational Level: 4-12

Reading Level:

Format: 2 series, each 10 filmloops

Description: 2 series: People who make things; People who serve.

Price: $240.00 per series

Publisher: BFA Educational Media

Subject Career Ed.

Title: Careers in the World of Computers

Interest/Educational Level: 9-12

Reading Level:

Format: 3 filmstrips, 6 cassettes

Description: Computer Occupations explained by directors of IBM and UNIVAC

Price: $91.50

Publisher: Melton Book Co.

Subject Career Ed.

Title: Careers in Depth Series: A Definitive Study of Your Future In:

Interest/Educational Level: 7-Adult

Reading Level:

Format: Textbook

Description: Introduces fields of occupational therapy, libraries, food technology, securities, and the military.

Price: $4.80

Publisher: Richards Rosen Press, Inc.

Subject Career Ed.

Title: Careers In . . .

Interest/Educational Level: 7-12

Reading Level:

Format: Textbooks

Description: Books offer information in specific fields.

Price: Consumer Protection: $4.80, The Health Field: $5.29, Environment Protection: $5.79, Hotel Management: $4.50

Publisher: Julian Messner

Subject Career Ed.

Title: Careers in Data Processing

Interest/Educational Level: 7-12

Reading Level:

Format: Book

Description: Gives job descriptions & histories of individuals on jobs with data processing.

Price: $4.50

Publisher: Lothrop, Lee & Shepard Co.

Subject Career Ed.

Title: Careers in Welding

Interest/Educational Level: 7-12

Reading Level:

Format: 1 filmstrip, 1 cassette

Description: Lists jobs and job info., personal qualifications and opportunities.

Price: $26.00

Publisher: Library Filmstrip Center

Subject Career Ed.

Title: Career Opportunities: Metal Finishing Industries

Interest/Educational Level: 7-12

Reading Level:

Format: 16mm, 15 minute film

Description: Shows involvement with metal finishing industries, metals, plastics, automotive & electronic parts, as gold, silver & chrome.

Price: $255.00 Purchase/$30.00 Rental

Publisher: AIMS Instructional media Services

Subject Career Ed.

Title: Careers In . . .

Interest/Educational Level: 10-12

Reading Level:

Format: Per kit: 4 filmstrips, 4 cassettes, teacher's guide.

Description: Describes careers in: Health, Housing

Price: $64.00

Publisher: Butterick Fashion Marketing

Subject Career Ed.

Title: The Complete Peace Corps Guide

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: This book describes operations, origins and objective of the Peace Corps.

Price: $4.50

Publisher: The Dial Press

Subject Career Ed.

Title: Careers in Aerospace

Interest/Educational Level: 7-12

Reading Level:

Format: 12 filmstrips, 6 cassettes

Description: Stresses benefits of developing specialized and salable skills.

Price: $111.00

Publisher: Eye Gate House

Subject Career Ed.

Title: Careers Without College

Interest/Educational Level: 7-12

Reading Level:

Format: 2 cassettes per kit

Description: Describes jobs in paramedicine, broadcasting, beautician, dental hygiene, automotive mechanics, paraprofessional teacher & secretary.

Price: $18.00 per kit

Publisher: Melton Book Co. Multimedia Div., Mafex Associates/Miller-Brody Productions, Inc.

Subject Career Ed.

Title: Choosing Your Career

Interest/Educational Level: 7-12

Reading Level:

Format: 6 kits: per kit: 30 booklets, wall chart, teacher's guide

Description: Describes jobs in health, transportation, business & office, construction, environmental control and communications & media.

Price: $28.00

Publisher: Choosing Your Career

Subject Career Ed.

Title: Choosing a Vocation/Multi Media Set

Interest/Educational Level:

Reading Level:

Format: 6 cassettes, one filmstrip

Description: Covers trade schools, job markets and vocational programs in: automotive, truck driver, electrician, plumber, television, refrigeration service, carpenter, etc.

Price: $62.50

Publisher: Melton Book Co.

Subject Career Ed.

Title: Designed by Suzanne

Interest/Educational Level: 7-12

Reading Level:

Format: Book

Description: Describes life of Suzanne Bishop & her choice of a fashion career & love of a home town boy.

Price: $3.50

Publisher: Lothrop, Lee & Co.

Subject Career Ed.

Title: Creative Salesmanship: Understanding Essentials

Interest/Educational Level: 10-12

Reading Level:

Format: Textbook

Description: Depicts sales techniques and situations and introduction to careers as a salesperson.

Price: $9.85

Publisher: Benziger, Bruce & Glencoe, Inc.

Subject Career Ed.

Title: Doctors in Action

Interest/Educational Level: 7-12

Reading Level:

Format: 1 filmstrip, 1 cassette, teacher's guide

Description: Describes role of the doctor and medical profession.

Price: $13.95

Publisher: Miller-Brody Productions, Inc.

Subject Career Ed.

Title: Exploring Career in . . . Hospitality & Food Service

Interest/Educational Level: 7-10

Reading Level:

Format: Textbook, workbook, teacher's guide

Description: Discusses careers in recreation, travel, gourmet food and lodging.

Price: $9.00

Publisher: McKnight Publishing Co.

Subject Career Ed.

Title: Electricity at Work

Interest/Educational Level: 7-12

Reading Level:

Format: 6 filmstrips, 3 cassettes, teacher's guide

Description: Background for students entering engineering, industrial and trade centers.

Price: $63.30

Publisher: Singer/Society for Visual Education

Subject Career Ed.

Title: Drafting: Occupations & Opportunities

Interest/Educational Level: 7-12

Reading Level:

Format: 16mm, color, 13 minute film

Description: Animated film describing career drafting.

Price: $155.00 purchase/$8.00 rental

Publisher: BFA Educational Media

Subject Career Ed.

Title: Down to the Sea

Interest/Educational Level: 7-12

Reading Level: 16mm, 29 minute film

Description: Reviews work of marine scientists.

Price: $445.00

Publisher: Miller-Brody Productions, Inc.

Subject Career Ed.

Title: Essentials of Drafting

Interest/Educational Level: Secondary

Reading Level:

Format: 23 minute color film

Description: Introduces students to techniques of drafting, manipulation of drafting tools. Close-in visuals. Intro. to square & triangle dividers & compass.

Price: $245.00 purchase/$25.00 rental

Publisher: AIMS Instructional Media Service

Subject Career Ed.

Title: Exploring Careers Series

Interest/Educational Level: 7-12

Reading Level:

Format: Kits per group: 6 filmstrips, 3 cassettes, 6 teacher guides

Description: Provides students with opportunity to evaluate career opportunities. Nine topics.

Price: $71.50 per group

Publisher: Singer/Society for Visual Educ.

Subject Career Ed.

Title: Exploring Clerical Careers

Interest/Educational Level: 8-9

Reading Level:

Format: Workbook

Description: Discusses clerical terms, training and applying & obtaining clerical jobs.

Price: $2.97

Publisher: South-Western Publishing Co.

Subject Career Ed.

Title: Focus on Small Business Owners

Interest/Educational Level: 7-12

Reading Level:

Format: 4 filmstrips, 2 cassettes

Description: Inspires students about setting up and operating a business.

Price: $42.65

Publisher: Eye Gate House

Subject Career Ed.

Title: Focus on the Professionals

Interest/Educational Level: 7-12

Reading Level:

Format: 4 filmstrips, 2 cassettes

Description: Interviews an engineer, lawyer, teacher and accountant.

Price: $42.65

Publisher: Eye Gate House

Subject Career Ed.

Title: Flying High

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: Book about & written by an airline stewardess.

Price:

Publisher: Bantam Books

Subject Career Ed.

Title: Food Service Careers

Interest/Educational Level: 7-8

Reading Level:

Format: Textbook

Description: Information on food service careers including tax forms, job applications & menus.

Price: $11.32

Publisher: Charles A. Bennett Co., Inc.

Subject Career Ed.

Title: Forward to Teach

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: This book inspires people interested in teaching elementary education.

Price: $4.50

Publisher: Little, Brown & Co.

Subject Career Ed.

Title: Graphics & Communication Media: Cluster Guide

Interest/Educational Level: Secondary

Reading Level:

Format: Guide

Description: Covers tasks & occupations in graphic communication fields.

Price:

Publisher: ERIC Document Reproduction Service

Subject Career Ed.

Title: Graphic Communication: They Used to Call it Printing

Interest/Educational Level: Secondary

Reading Level:

Format: 21mm color film

Description: Captioned for the deaf. Explain modern trends in printing.

Price:

Publisher: Media Services & Captioned Films, Div. of Ed. Services, BEH, U.S. Office of Ed.

Subject Career Ed.

Title: Happy Housekeepers

Interest/Educational Level: 9-12, Spec. Ed.

Reading Level: 3.0

Format: Worktext

Description: Story about 2 girls & their problems as housekeepers.

Price: $1.35

Publisher: Frank E. Richards Publishing Co.

Subject Career Ed.

Title: Graphic Careers in Advertising

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes

Description: Presents opportunities & problems in graphic arts agency.

Price: $45.00

Publisher: Melton Book Co.

Subject Career Ed.

Title: Vocational Education Libraries

Interest/Educational Level: Secondary

Reading Level:

Format: Transparencies

Description:

Price: 315 transparencies, $1,893.25, Auto Mech., $222.00, Basic Mech., $165.00, Magnetism & Elec., $124.50, Archetectural Drafting, $172.65, Elec. & Basic Elec., $635.55

Publisher: Eye-Gate House

Subject Career Ed.

Title: Guidance Series Booklet

Interest/Educational Level: 9-12

Reading Level:

Format: 11 booklets

Description: 11 subjects: Baby-sitters handbook, College, Careers & You, Discovering Your Real Interests, Do You Dreams Match Your Talents, Finding Part-time Jobs, How to Get the Job, etc.

Price: $1.50 each

Publisher: SRA

Subject Career Ed.

Title: Teenagers Prepare for Work

Interest/Educational Level: Secondary

Reading Level:

Format: Worktext

Description: Book designed to aid work study or work experience handicapped youth. Emphasis skill attainment.

Price: $2.25

Publisher: Allen Co.

Subject Career Ed.

Title: Health Career Guide Book: Third Edition

Interest/Educational Level: 10-Adult

Reading Level:

Format: Textbook

Description: 34 descriptions of careers in the health field.

Price: $2.25

Publisher: U.S. Dept. of Labor

Subject Career Ed.

Title: Vocational Education/Special Education Program Guide

Interest/Educational Level: Secondary

Reading Level:

Format: Guide

Description: Guide is supplement to career cluster guide.

Price: $30.00 per 12 guides

Publisher: ERIC Document Reproduction Ser.

Subject Career Ed.

Title: Teenagers Prepare for Work

Interest/Educational Level: Secondary

Reading Level:

Format: Worktext

Description: Written for secondary slow learners to aid them with basic information about jobs.

Price:

Publisher: Esther O. Carson, 18623 Lake Chabot Rd., Castro Valley, Calif.

Subject Career Ed.

Title: Vocational Related English

Interest/Educational Level: 9-12

Reading Level:

Format: Student material, teacher material, job sheets, tests, information sheets, assignment sheets, answers, transparencies

Description: Specially developed for exceptional students written in the form of behavioral objectives and suggested activities.

Price: $1.25 student material. $2.50 teacher material

Publisher: Oklahoma State Dept. of Vocational and Technical Education

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Subject Career Ed.

Title: Vocational Related Social Studies

Interest/Educational Level: 9-12, Special Ed.

Reading Level:

Format: Student materials, instructor material, information sheets, assignment sheets, job sheets, tests answers, transparencies

Description: Specially written for exceptional student written in the form of behavioral objectives with suggested activities.

Price: $1.00 student materials, $2.25 instructor material

Publisher: Oaklahoma State Dept. Vocationl and Technical Education

Subject Career Ed.

Title: Vocational Related Math

Interest/Educational Level: 9-12, Special Ed.

Reading Level:

Format: Student material, instructor material, information sheets, assignment sheets, job sheets, tests, answers, transparencies.

Description: Specially developed for exceptional students written in the form of behavioral objectives with suggested activities.

Price: $1.25 student material, $3.50 instructor material

Publisher: Oklahoma State Dept. of Vocational and Technical Education

Subject Career Ed.

Title: How to Keep a Job

Interest/Educational Level: Secondary

Reading Level:

Format: 10 minute color film

Description: Situation deals with qualities needed for a job. Especially captioned for the deaf.

Price:

Publisher: Media Services and Captioned Films

Subject Career Ed.

Title: Going Places

Interest/Educational Level: 4-8

Reading Level:

Format: 16mm film, 8 minutes

Description: Stresses doing your best in school to prepare for future.

Price: $120.00 Purchase/$20.00 Rental

Publisher: AIMS Instructional Media Services

Subject Career Ed.

Title: Individualized Related Instruction for Entering the World of Work

Interest/Educational Level: 10-12

Reading Level:

Format: Textbook, answer sheet

Description: Covers lifestyle & work, applying for a job, part-time jobs, etc.

Price: $1.98

Publisher: McKnight Publishing Co.

Subject Career Ed.

Title: If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else

Interest/Educational Level: 7-12

Reading Level:

Format: Text

Description: Emphasis on attitudes toward career decision making.

Price: $1.95

Publisher: Argus Communications

Subject Career Ed.

Title: It's Your Life

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: Book is designed to assist student establish goals & values to become more self-directed.

Price: $2.97

Publisher: Benefic Press

Subject Career Ed.

Title: Keys: Career Exploration Series

Interest/Educational Level: 6-10

Reading Level:

Format: 10 filmstrips, cassettes, guide, career guidance manual.

Description: Jobs divided into clusters based on common interests by Kuder Inventories.

Price: $128.40

Publisher: SRA

Subject Career Ed.

Title: Job Family Series

Interest/Educational Level: 9-12

Reading Level:

Format: 20 books, 10 cassettes, student guide

Description: Explains educational training requirements of jobs.

Price: $110.00 complete, booklets only, $35.00; cassettes only, $75.00

Publisher: SRA

Subject Career Ed.

Title: Instructional Resource Guides to Enhance Cooperative Vocational Education

Interest/Educational Level: Teachers & Administrators

Reading Level:

Format: 12 books about various occupations

Description: Focuses upon occupation needs of special ed. students. Intended to be reviewed & used jointly by teachers & administrators as they work with students.

Price: $35.00

Publisher: Michigan Dept. of Educ.

Subject Career Ed.

Title: It's Your Future

Interest/Educational Level: 7-12

Reading Level:

Format: 4 filmstrips (color), 2 cassettes, teachers manual

Description: Helps students in overcoming indifference towards education and future.

Price: $37.00

Publisher: Eye Gate House

Subject Career Ed.

Title: The Job Box

Interest/Educational Level: Secondary

Reading Level: 2.7

Format: Consists of 7 job clusters & booklets

Description: Good supplement for a career ed. program. Contains 70 career possibilities. Gives students a more realistic understanding of his own career possibilities.

Price: $48.00

Publisher: Fearon

Subject Career Ed.

Title: Job Opportunities Now. Group I

Interest/Educational Level: 7-12

Reading Level:

Format: 6 filmstrips, 3 cassettes, 6 teacher guides

Description: Helps establish realistic educational & career goals & develop personal work attitudes & job skills

Price: $63.50 complete kit

Publisher: Singer ISVE

Subject Career Ed.

Title: McKnight World of Work Communication

Interest/Educational Level: Secondary

Reading Level:

Format: Books, text, references, workbooks

Description: Covers phases of job finding, job success, job selection & material for teacher to implement a career ed. program.

Price: $33.33

Publisher: McKnight Publishing Co.

Subject Career Ed.

Title: Life Career

Interest/Educational Level: Secondary

Reading Level:

Format: Simulation game

Description: Can be played by 2-20 people, who play a fictitious person & work their schedule for a week.

Price: $35.00, replacements $6.00, extra manual $1.25

Publisher: Western Publishing Co., Inc.

Subject Career Ed.

Title: World of Work on the Job Lesson Tapes

Interest/Educational Level: 9-12

Reading Level:

Format: 20 cassettes, 24 student response booklets, instructor's guide.

Description: Situations which create the most difficulties on the job which help develop confidence, forestall impulse quitting & coping with environment problems.

Price: $229.50

Publisher: Educational Design Inc.

Subject Career Ed.

Title: Aim for Job Series

Interest/Educational Level: 7-12

Reading Level:

Format: Textbook

Description: Describes jobs in health care.

Price: $4.80 each

Publisher: Richard Rosen Press, Inc.

Subject Career Ed.

Title: Air Travel Today

Interest/Educational Level: 6-12

Reading Level:

Format: 4 filmstrips, 2 cassettes, teacher's guide.

Description: An overview of air transportation occupations.

Price: $44.00

Publisher: Society for Visual Education

Subject Career Ed.

Title: All About Locks and Locksmithing

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: A handbook of the mechanics of locksmithing.

Price: $6.95

Publisher: Hawthorn Books

Subject Career Ed.

Title: All About Antiquing & Restoring Furniture

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: Book describes methods & techniques of restoring furniture including info. on wood, glues, tools.

Price: $6.95 hardbound, $2.95 paperback

Publisher: Hawthorne Books Inc.

Subject Career Ed.

Title: Art Careers in Advertising

Interest/Educational Level: 9-12

Reading Level:

Format: 1 filmstrip, 1 cassette

Description: Advertising agencies give examples of six opportunities in the field.

Price: $22.50

Publisher: Melton Book Co.

Subject Career Ed.

Title: All About Upholstering

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: A complete book on do-it-yourself upholstering for the beginner.

Price: $5.95

Publisher: Hawthorn Books

Subject Career Ed.

Title: Unemployed Uglies

Interest/Educational Level: 7-12 Spec. Ed.

Reading Level:

Format: 20 pads of 20 cartoons & jingles, teacher guide

Description: Cartoons which trigger class discussion designed to use as a 6 week project, 20-30 minutes per day.

Price: $29.75

Publisher: F. E. Richards Publishing Co.

Subject Career Ed.

Title: Babysitting: The Job—The Kids

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes

Description: Experienced babysitters talk about their jobs.

Price: $48.50

Publisher: Guidance Associates

Subject Career Ed.

Title: Vocational Behavior

Interest/Educational Level: 7-12

Reading Level:

Format: 5 film loops

Description: Discussion-oriented film loops of real life situations.

Price: $144.75

Publisher: Mafex

Subject Career Ed.

Title: Vocational Decision

Interest/Educational Level: 7-12

Reading Level:

Format: 3 filmstrips, 2 cassettes, 3 study guides

Description: 3 parts: an introduction to vocation, the world of work, counseling in vocational decision.

Price: $54.00

Publisher: QED Productions/Mafex Associates

Subject Career Ed.

Title: Steady Job Income

Interest/Educational Level: 7-12

Reading Level:

Format: Game

Description: Vocation orientation game for 2-4 players with learning problems. Good for reinforcing positive attitudes & good behavior for jobs.

Price: $9.50

Publisher: Mafex Associates

Subject Career Ed.

Title: Valuing Approach to Career Ed.

Interest/Educational Level: 6-8

Reading Level:

Format: 2 games, interview cards, 3 sets of spirit masters, 3 sets of pre and past tests, 3 facilitators guides.

Description: Affective-based program designed to be taught as part of existing curriculum program. Presents values through activities & helps students develop career ed. concepts.

Price: $271.29 complete

Publisher: Educational Achievement Corp.

Subject Career Ed.

Title: Scott Education Career Awareness Program

Interest/Educational Level: 4-7

Reading Level:

Format: contains filmstrips, cassettes, overview, teacher's guide.

Description: 8 Units: Work & the Family, Community & How it Works, Value of Things, Ways of Working, What do You Want to Be?, Living in the World of Work.

Price: Units I & II, $120.00; Unit IV, $60.00; Unit VI, $180.00; Unit VII & VIII, $90.00

Publisher: Scott Education Division

Subject Career Ed.

Title: Unemployed is No-Cents

Interest/Educational Level: Secondary, Spec. Ed.

Reading Level: 3.0-4.0

Format: Workbook

Description: Designed for slow learners, covering choosing a job, job interviews, job forms & how to keep a job. Including tests & activities.

Price: 10 or more copies, $1.50 each, single copy, $1.60

Publisher: Lawson Book Co.

Subject Career Ed.

Title: Work (Widening Occupational Roles Kit)

Interest/Educational Level: 6-9

Reading Level:

Format: 34 work briefs, 1 handbook, 1 workscope, 5 junior guidance booklets, 35 student record books, 2 color films, 1 teacher guide, 1 index

Description: Presents exploration of career opportunities & expand knowledge of jobs, abilities, interests, education. Can be used individually or with a group.

Price: $204.40

Publisher: SRA

Subject Career Ed.

Title: The Turner Guidance Series

Interest/Educational Level: 11-12

Reading Level: 5-6

Format: 6 workbooks, teacher manual

Description: Info. concerning career planning in a cohesive & integrated program providing basic & specific info.

Price: $1.20 per book, $1.65 per teacher manual

Publisher: Follett Publishing Co.

Subject Career Ed.

Title: What You Should Know Before You Go to Work

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes, discussion guide

Description: Explains narrowing career choices, attitudes & specific info. covering entry level positions, finding a job, interviews, absence, socializing, advancement, etc.

Price: $48.50

Publisher: Guidance Associates

Subject Career Ed.

Title: Acro-Rosen Career Guidance Series: Your Future

Interest/Educational Level: 7-Adult

Reading Level:

Format: 41 paperback books.

Description: Covers educational preparation & job training & opportunities for each career.

Price: $1.95 each

Publisher: Arco Publishing Co.

Subject Career Ed.

Title: Why Work Series

Interest/Educational Level: 9-Adult

Reading Level:

Format: 21 reading selections (30 copies ea.) cassette, teacher's manual.

Description: Combines language skills & identity establishment with career guidance.

Price: $68.92

Publisher: Behavioral Research Laboratories

Subject Career Ed.

Title: Our World of Work

Interest/Educational Level: 7-12, Special Ed.

Reading Level:

Format: 5 filmstrips, 5 cassettes, teacher's guide.

Description: Content stimulates students in values, communications, problem solving, decision making, goal-setting, etc.

Price: $99.95

Publisher: Mafex Associates

Subject Career Ed.

Title: Occupations & Careers

Interest/Educational Level: Secondary

Reading Level:

Format: Text

Description: This text helps students analyze & explore careers in areas of abilities, aptitudes, interests, education & training.

Price: $6.85

Publisher: Webster/McGraw Hill

Subject Career Ed.

Title: Spring Board

Interest/Educational Level: 9-12, Special Ed.

Reading Level: 4.0

Format: Worktext

Description: 40 discussions concerning students about to enter the occupational world.

Price: $1.50

Publisher: Special Service Supply

Subject Career Ed.

Title: Preparing for the Jobs of the 70's

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes, discussion guide

Description: Part I: Shows trends in space exploration, computerization, population growth, etc. & affect in tomorrow's job market. Part II: focus on atomic technology, new opportunities in health & medicine, law, sales, education

Price: $48.50

Publisher: Guidance Associates

Subject Career Ed.

Title: Preparing for After Graduation

Interest/Educational Level: 7-12

Reading Level:

Format: 4 color filmstrips, 4 cassettes

Description: Helps individual develop behavior patterns that will help later in job retention, job advancement & education.

Price: $46.50

Publisher: Mafex Associates

Subject Career Ed.

Title: The Road Ahead

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Depicts difficulties for black & white youths in finding a job through various situations.

Price:

Publisher: Media Services & Captioned Films

Subject Career Ed.

Title: Occupational Essentials: Skills & Attitudes for Employment

Interest/Educational Level: 7-12

Reading Level:

Format: Workbook

Description: Develops skills in discovering oneself, job search & attainment, job success & leaving a job

Price: $4.50

Publisher: H. C. Johnson Press, Inc.

Subject Career Ed.

Title: Career Exploratory Kit (1001)

Interest/Educational Level: 7-12

Reading Level:

Format: Cards

Description: An introduction to career awareness & guidance covering 450 career titles.

Price: $81.00

Publisher: Houghton Mifflin

Subject Career Ed.

Title: Occupational Exploration Kit (OEK)

Interest/Educational Level: 9-12

Reading Level:

Format: Occupation briefs, job family booklets, guidance series booklets, student record books, guide for counselors & teachers, occu-scan.

Description: Occupational info. concerning abilities & education related to one's own interests & job objectives. Up-to-date descriptions are given about jobs, career hunting, interest & personality.

Price: $144.45

Publisher: SRA

Subject Career Ed.

Title: Planning Beyond High School

Interest/Educational Level: 9-12

Reading Level:

Format: 6 cassettes

Description: Discussions of a high school student & counselor about continuing education & formal & informal experiences which lead to personal & vocational development.

Price: $52.50

Publisher: Educational Activities Inc./Mafex Assoc.

Subject Career Ed.

Title: Famous Women of America

Interest/Educational Level: 4-8

Reading Level:

Format: 6 filmstrips, 3 cassettes, teacher's guide

Description: Accounts lives of 6 important women in American society.

Price: $63.50

Publisher: Singer/Society for Visual Education

Subject Career Ed.

Title: Exploring Careers Series

Interest/Educational Level: 7-12

Reading Level:

Format: Textbooks

Description: Describes occupations including interests, aptitudes, educationa and duty.

Price: $5.50 per title

Publisher: Lothrop, Lee and Shepard

Subject Career Ed.

Title: Finding Your Job Series

Interest/Educational Level: Secondary

Reading Level:

Format: 6 units, 5 volumes per unit

Description: 360 different job titles for kids in special classes and underachievers.

Price: $22.50 per unit

Publisher: Finney Co.

Subject Career Ed.

Title: Entering the Occupation World

Interest/Educational Level: 7-12

Reading Level:

Format: 10 filmstrips, 10 cassettes

Description: Picture of responsibilities and requirements of various jobs.

Price: $115.50

Publisher: Mafex Assoc.

Subject Career Ed.

Title: Good Worker

Interest/Educational Level: TMR

Reading Level:

Format: 10 books, teacher's guide

Description: Vocabulary and pre-vocational skills presented.

Price: $27.00

Publisher: Mafex Assoc.

Subject Career Ed.

Title: I Never Went Back

Interest/Educational Level: 7-Adult

Reading Level:

Format: 16mm film, 16 minute

Description: Story of a high school dropout

Price: $215.00 purchase, 30 rental

Publisher: AIMS Instructional Media Services

Subject Career Ed.

Title: Guide to Career Education

Interest/Educational Level: 10-12

Reading Level:

Format: Reference book

Description: Details of 200 jobs not requiring college education, vocational schools and training programs, focuses on marketable skills and career decision marking.

Price: $9.95

Publisher: Quadrangle Division of New York Book Co./Harper & Row

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Subject Career Ed.

Title: Focus on America Series

Interest/Educational Level: 4-8

Reading Level:

Format: Kits, per kit: 6 filmstrips, 3 cassettes, 6 teacher's guides.

Description: Study of contemporary people living and working.

Price: $63.50 per kit

Publisher: Singer/Society for Visual Education

Subject Career Ed.

Title: Hello World! Career Explorations Program

Interest/Educational Level: 9-12

Reading Level:

Format: 9 books, program guide

Description: Based on 4 goals.

Price: $2.58 each student book, $.99 per program guide

Publisher: Addison-Wesley Publishing Co.

Subject Career Ed.

Title: Job Attitudes Series: On the Job

Interest/Educational Level: 9-12

Reading Level:

Format: 4 filmstrips, 2 records, teacher's guide

Description: presents 4 people in on-the-job training.

Price: $48.50

Publisher: Guidance Associates, Inc.

Subject Career Ed.

Title: Janus Job Interview Kit

Interest/Educational Level: 7-12

Reading Level:

Format: 30 cards, teacher's guide

Description: Cards with photo on front and job interview questions on the back plus task descriptions.

Price: $9.50

Publisher: Janus Press

Subject Career Ed.

Title: It's A Matter of Pride

Interest/Educational Level: 7-Adult

Reading Level:

Format: 16mm film, 17 minutes

Description: Presents several job situations humorously.

Price: $230.00 purchase, $25.00 rental

Publisher: Filmfair Communications

Subject Career Ed.

Title: I'm Not Stupid

Interest/Educational Level: Secondary

Reading Level:

Format: Color 16mm film

Description: Presents problems which may arise for deaf and hard of hearing on the job.

Price:

Publisher: Media Services of Captioned Films

Subject Career Ed.

Title: How To Hold Your Job

Interest/Educational Level: 9-12, Special Ed.

Reading Level: 2.0

Format: Student workbook, teacher's manual

Description: 12 units of curriculum material.

Price: $2.50 student book, $6.95 teachers manual

Publisher: John Day Co.

Subject Career Ed.

Title: Improve Your Writing for Job Success

Interest/Educational Level: 7-Adult, Special Education

Reading Level:

Format: Text

Description: Designed to motivate students to improve handwriting skills for job improvement and advancement.

Price: $1.50

Publisher: Peterson Handwriting

Subject Career Ed.

Title: How to Make it in a Man's World

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: A guide for women who want a career without sacrificing family.

Price:

Publisher: Bantam Books

Subject Career Ed.

Title: Handbook of Job Facts

Interest/Educational Level: 6-Adult

Reading Level:

Format: Handbook

Description: 300 key jobs and chart of facts of training, qualifications, earnings, advancement, etc.

Price: $6.90

Publisher: SRA

Subject Career Ed.

Title: Great Women of America

Interest/Educational Level: 7-12

Reading Level:

Format: 6 cassettes per unit (4 unit)

Description: Describes careers of famous women in business, medicine, history and the arts.

Price: $140.00 complete, $37.00 per unit

Publisher: Cole Supply Co.

Subject Career Ed.

Title: Focus on America Series

Interest/Educational Level: 4-8

Reading Level:

Format: Kits, per kit: 6 filmstrips, 6 cassettes, 6 teacher's guides

Description: Study of contemporary people living and working.

Price: $63.50 per kit

Publisher: Singer/Society for Visual Education

Subject Career Ed.

Title: Exploring Careers

Interest/Educational Level: 7-12

Reading Level:

Format: 52 dup. masters, teacher's guide

Description: Values oriented in teaching job objectives.

Price: $35.00

Publisher: ABT Publishers

Subject Career Ed.

Title: Careers In . . . Series

Interest/Educational Level: 9-12

Reading Level:

Format: Per title: 2 filmstrips, 2 cassettes

Description: Multimedia series covering importance, problems and challenges of various occupations.

Price: $46.00 each

Publisher: Pathescope Educational Films/Melton Book Co.

Subject Career Ed.

Title: Choosing A Career

Interest/Educational Level: 7-12

Reading Level:

Format: 2 filmstrips, 2 cassettes

Description: Provides an insight into skilled and non-skilled occupations—comes in 2 parts

Price: $24.00

Publisher: Melton Book Co.

Subject Career Ed.

Title: Changing Work Ethic

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 records, teacher guide

Description: Defines work ethic and ways of combating dislike of work.

Price: $48.50

Publisher: Guidance Assoc. Inc.

Subject Career Ed.

Title: Choosing a Vocation

Interest/Educational Level: 10-12

Reading Level:

Format: Filmstrip, cassette, instructional manual

Description: Students reflecting on their future.

Price: $22.00

Publisher: Current Affairs Films

Subject Career Ed.

Title: Dimension Series: About Woman

Interest/Educational Level: 4-Adult

Reading Level: 3.0-8.9

Format: Kit

Description: Interesting stories about careers and hobbies of women.

Price: $59.95

Publisher: SRA

Subject Career Ed.

Title: Desk Top Career Kit

Interest/Educational Level: Junior High

Reading Level:

Format: 1,000 items, including career briefs, career summaries, career reprints and job guides, file cards, posters.

Description:

Price: $114.50

Publisher: Careers, Inc.

Subject Career Ed.

Title: Direction for Tomorrow Series

Interest/Educational Level: 7-12

Reading Level:

Format: Per kit: 6 filmstrips, 3 cassettes, 60 student response sheets (12 per career), instructional handbook

Description: Occupational information that is learned through on-the-job training covers 35 careers in 7 sets.

Price: $412.59 complete kit, $65.49 per set

Publisher: Bowmar

Subject Career Ed.

Title: Desk Top Career Kit

Interest/Educational Level: Senior high

Reading Level:

Format: 900 items including career briefs, summaries, reprints and job guides

Description: Dot classified. Teacher training required to handle materials and some difficulty with students handling small materials.

Price: $125.00

Publisher: Careers Inc.

Subject Career Ed.

Title: Dimension Series: Manpower and Natural Resources

Interest/Educational Level: 8-Adult

Reading Level: 4.0-11.9

Format: Kit

Description: High interest materials: conservation and skills, natural history discussion, occupational trade skills.

Price: $99.95

Publisher: SRA

Subject Career Ed.

Title: Eddie in School

Interest/Educational Level: 7-9

Reading Level: 2.2

Format: Worktext

Description: Short stories about experiences of an urban teenager.

Price: $2.25

Publisher: Fearon/Leir Seigler

Subject Career Ed.

Title: Careers: A Supplemental Reading Program

Interest/Educational Level: 4.9

Reading Level: Level A-40, Level B-50, Level C-60

Format: Per kit: 64 story folders, 64 activity cards, 30 student management folders, 1 filmstrip, 1 cassette, 1 poster, 1 teacher's manual

Description: Information on 96 careers, 35 per level covers: training, skills, attitudes, responsibilities, etc.

Price: $96.00

Publisher: Harcourt, Brace & Jovanovich

Subject Career Ed.

Title: Careers Unlimited Series

Interest/Educational Level: 9-Adult

Reading Level:

Format: Cassette Tapes

Description: Reviews 36 career opportunities

Price: $175.00 complete, $32.50 per unit, $5.50 per cassette

Publisher: Associated Educational Materials, Cole

Subject Career Ed.

Title: Career Games

Interest/Educational Level: 8-13

Reading Level:

Format: Career cards, filmstrips and cassettes

Description: Semi-programmed tool to be used in the classroom, library or resource center.

Price: $97.50

Publisher: Educational Progress Corp.

Subject Career Ed.

Title: Career Education Series

Interest/Educational Level: 7-12

Reading Level:

Format: 14 filmstrips, 14 cassettes

Description: Gives information on skilled and unskilled jobs.

Price: $212.95 complete set, $15.95 per title

Publisher: Mafex Associates, Inc.

Subject Career Ed.

Title: Career Games (1974)

Interest/Educational Level: 8-12

Reading Level:

Format: 398 cards, score pads, 1 filmstrip, 1 cassette, guide

Description: Guidance for student in a career search.

Price: $97.50

Publisher: Educational Progress Corp.

Subject Career Ed.

Title: Career In Focus

Interest/Educational Level: 6-10

Reading Level:

Format:

Description: Multi-Media learning system for career exploration.

Price:

Publisher: McGraw-Hill

Subject Career Ed.

Title: Career Opportunities boxes

Interest/Educational Level: 9-12

Reading Level:

Format: Per box: 100-125 cards, dictionary of occupational titles user's guide

Description: Boxes cover English, Social Studies, Math, Foreign Languages, Science.

Price: $48.00 per box

Publisher: Houghton Mifflin

Subject Career Ed.

Title: Career Stories Series

Interest/Educational Level: 7-12

Reading Level:

Format: Books

Description: Offers a general introduction to careers, through illustrative texts.

Price: $5.50 per title

Publisher: Lothrop, Lee & Shepard

Subject Career Ed.

Title: Career Education Series

Interest/Educational Level: 5-12

Reading Level:

Format: 108 cassettes, 12 per unit

Description: Each unit presents occupational descriptions: training and education, earnings, job prospects, etc.

Price: $900.00 complete program, $105.00 per unit

Publisher: Educational Activities

Subject Career Ed.

Title: Career Education Series A & B

Interest/Educational Level: 9-12

Reading Level:

Format: Per series: 5 filmstrips, 5 cassettes

Description: Gives students broad occupational overview.

Price: $74.00 per series

Publisher: Melton Book Co.

Subject Career Ed.

Title: Career Awareness: The Alternatives

Interest/Educational Level: 4-8

Reading Level:

Format: 16mm film

Description: Story of boy trying to understand why his father switches a successful executive career to become a boatbuilder.

Price: $140.00

Publisher: BFA Educational Media

Subject Career Ed.

Title: Be Informed Series

Interest/Educational Level: 7-Adult

Reading Level: 3-4

Format: Self testing review exercises and guide

Description: Five part series concerning jobs.

Price: $.75 per unit

Publisher: New Readers Press

Subject Career Ed.

Title: Career Directions

Interest/Educational Level: 9-12

Reading Level:

Format: 4 kits: each 2 sound filmstrips, 30 copies of book, 2 spiritmasters, 2 transparencies, teacher's guide

Description: Studies jobs critically and acquaints student with getting a job.

Price: $76.00 each

Publisher: Changing Time Education Service

Subject Career Ed.

Title: Black Americans At Work

Interest/Educational Level: Secondary

Reading Level:

Format: 6 filmstrips, 6 cassettes

Description: Provides insights into working lives of 6 black Americans

Price: $73.00

Publisher: Coronet/Melton Book Co.

Subject Career Ed.

Title: Career Picture Kits

Interest/Educational Level: 4-12

Reading Level:

Format: 15 kits, 10 picture cards per kit

Description: Each kit explores one of 15 job categories

Price: $2.49 per kit, $29.95 complete set

Publisher: Xerox

Subject Career Ed.

Title: Career Leaflets

Interest/Educational Level: 9-12

Reading Level:

Format: Brochures

Description: Up-to-date information about careers.

Price: 10 cents each

Publisher: AAHPER publications

Subject Career Ed.

Title: Career in the 70's

Interest/Educational Level: Secondary

Reading Level:

Format: Films

Description: Variety of films covering different occupations.

Price: $98.50

Publisher: Doubleday Multi Media

Subject Career Ed.

Title: Career Opportunities

Interest/Educational Level: 7-12

Reading Level:

Format: 83 transparencies

Description: Covers job availability, job growth and trends, job changes, etc.

Price: $178.75

Publisher: Mafex Associates

Subject Career Ed.

Title: Human Relations Kit

Interest/Educational Level: 9-12

Reading Level:

Format: Student workbooks, cassettes, slides, simulator kits

Description: Provides students with skill development in behavior and general work habits.

Price: $195.00

Publisher: Webster/McGraw Hill

Subject Career Ed.

Title: How-to's of the Job World

Interest/Educational Level: 9-12

Reading Level:

Format: Set of 10 books to each title

Description: Deals with getting a job, salary, benefits and other information.

Price: How To Find A Job, $19.50; How To Get A Better Job Quicker, $15.00; How To Collect Unemployment Benefits, $12.50

Publisher: Mafex

Subject Career Ed.

Title: How to Get a Job and Keep It

Interest/Educational Level: Secondary

Reading Level:

Format: Worktext

Description: This text covers basic information regarding finding, applying for and getting along on the job.

Price: $.66

Publisher: Steck-Vaughn

Subject Career Ed.

Title: How You Can Get a Better Education

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Book describing techniques in getting a better job.

Price: $3.75

Publisher: Vroman

Subject Career Ed.

Title: Knowledge Needed To Obtain Work

Interest/Educational Level: 9-Adult

Reading Level:

Format: 64 transparencies, text in a loose leaf binder

Description: Presents procedures for selection and applying for a job—grouped into 7 topics: also available in Spanish.

Price: $53.50

Publisher: SRA

Subject Career Ed.

Title: I Want a Job

Interest/Educational Level: Secondary

Reading Level:

Format: 15 transparencies, student workbook

Description: This is designed to teach the specific skills needed in finding a job.

Price: $27.50 transparencies, $1.50 workbook

Publisher: F. E. Richards, Mafex

Subject Career Ed.

Title: Job For You

Interest/Educational Level: 7-12

Reading Level:

Format: 18 transparencies, 30 workbooks, teacher's manual

Description: Detailed information concerning finding a job including locating openings, interviews, filling out applications, how to obtain social security card, etc.

Price: $80.00

Publisher: Cole Supply Co.

Subject Career Ed.

Title: Job Hunting: Where to Begin

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 records, teacher's guide

Description: Specific suggestions about how to begin looking for a job.

Price: $48.50

Publisher: Guidance Associates Inc.

Subject Career Ed.

Title: Jobs and Work Series: World of Work

Interest/Educational Level: 7-Adult

Reading Level: 3.0-5.0

Format: 2 books and 1 booklet

Description: Tells where to look for job, describes occupations, applying for a job.

Price: *World of Work* (book) $1.25, *Occupations* $1.50, *How to Find a Job* $.35

Publisher: New Readers Press

Subject Career Ed.

Title: Job Survival Skills

Interest/Educational Level: Secondary

Reading Level:

Format: Manual workbooks, simulation materials, sound filmstrips

Description: Develops skills needed to locate, secure and retain job.

Price:

Publisher: Singer SVE

Subject Career Ed.

Title: Jobs

Interest/Educational Level: 9-12

Reading Level:

Format: Textbook, workbook, teacher's manual

Description: Story of a person going on a job interview and covers many facets of locating, applying and securing a job.

Price: $6.95 specimen kit

Publisher: Behavioral Research Laboratories

Subject Career Ed.

Title: Jobs In Your Future

Interest/Educational Level: 7-12

Reading Level: 4-6

Format: Paperback book

Description: Covers training, skills, filling out applications, job hunting.

Price: $1.00

Publisher: Scholastic

Subject Career Ed.

Title: World of Work: Getting a Job Lesson Tapes

Interest/Educational Level: 9-12

Reading Level:

Format: 12 cassettes, 24 student record booklets, instructor's guide

Description: This program covers real-life situations that the person will encounter when he/she is looking for work.

Price: $133.00

Publisher: Educational Design Inc./Mafex Associates Inc.

Subject Career Ed.

Title: World of Work: Cross Vocational Skills & Information

Interest/Educational Level:

Reading Level:

Format: 15 cassettes, 12 transparencies, 24 booklets, instruction's guide

Description: Presents skills and behaviors necessary in the world of work, also presents business operations, vocabulary and customs necessary for working.

Price: $175.00

Publisher: Educational Design, Inc.

Subject Career Ed.

Title: World of Work Kit

Interest/Educational Level: 7-12

Reading Level: 5.0

Format: 50 4 page booklets, teacher's guide

Description: The student is presented with job situations in the areas of finding, keeping,and advancing with questions following each story.

Price: $105.00 complete kit

Publisher: Webster/McGraw Hill

Subject Career Ed.

Title: Succeeding at Work

Interest/Educational Level:

Reading Level:

Format: Transparencies

Description:

Price: 105 transparencies $175.00 per subset $25.00

Publisher: Mafex Associates

Subject Career Ed.

Title: Succeeding At Work

Interest/Educational Level: 7-12

Reading Level:

Format: 15 transparencies and one workbook per subset

Description: Desighed to help first-time job holders cope with business environment, business relationships, attitudes, values and work ethics.

Price: $195.50 Complete, 25.00 per subset

Publisher: Mafex Assoc./Cole Supply Co.

Subject Career Ed.

Title: Succeeding in The World of Work

Interest/Educational Level: 9-12

Reading Level:

Format: Hardback book, one workbook

Description: Covers skills in finding and applying for a job including communication, information organization and problem-solving skills including bibliography and addresses for guidance information.

Price: Book $5.97, $1.98 workbook

Publisher: McKnight Publishing Co.

Subject Career Ed.

Title: Work Experience Survival Kit

Interest/Educational Level: 11-Adult

Reading Level:

Format: Combined student text/workbook

Description: Helps student strengthen personality, act in the working world, deal with frustrations, decision-making and establishing learning objectives.

Price: $5.25

Publisher: Goodyear Publishing Co., Inc.

Subject Career Ed.

Title: Target Vocational Transparencies

Interest/Educational Level: 7-12

Reading Level:

Format: 35 transparencies

Description: Contains information about the variety of forms encountered while working.

Price: $49.95

Publisher: Mafex Assoc.

Subject Career Ed.

Title: My Job Interview Guide

Interest/Educational Level: 7-12

Reading Level: 2.6

Format: Book

Description: Contains realistic job interview situations, dialogue and photographs of job interview followed by ratings & questions.

Price: $3.25

Publisher: Janus Press

Subject Career Ed.

Title: Job Search

Interest/Educational Level: 7-12

Reading Level:

Format: 9 cassettes, 24 students record books, teacher's guide

Description: Covers contacting job interviewers, agency interviews, words to learn, filling out application, selling yourself etc.

Price: $10.00

Publisher: Mafex Assoc.

Subject Career Ed.

Title: Opportunity

Interest/Educational Level: 9-12

Reading Level:

Format: 8 filmstrips, 8 cassettes, 30 logbooks, teacher's guide

Description: Practice in employment activities and procedures including job interviews, career exploration, on-the-job problem solving and other practice skills.

Price: $169.50

Publisher: Scholastic

Subject Career Ed.

Title: On the Job

Interest/Educational Level: 7-12

Reading Level:

Format: 20 cassettes, 24 student record books, teacher's guide

Description: Presents general information about getting along with others at work emphasizing personal values, attitudes and needs.

Price: $229.50

Publisher: Educational Design Inc.

Subject Career Ed.

Title: On the Job

Interest/Educational Level: 7-12 Special Educations

Reading Level:

Format: Worksheet

Description: Sequel to: I want a Job. Covers being a successful worker, getting ready for work, dressing for work, doing a good job, making mistakes etc.

Price: $1.50

Publisher: Frank E. Richards

Subject Career Ed.

Title: Living and Working In Our Social and Economic World

Interest/Educational Level: 7-12

Reading Level:

Format: Per kit: 10 pamphlets, 5 cassettes, teacher's guide

Description: Presents information on job satisfaction, choosing a career, resumes, equal rights, job laws etc.

Price: $89.00

Publisher: H. Wilson Corp.

Subject Career Ed.

Title: Working World: Module

Interest/Educational Level: 9-12

Reading Level:

Format: 6 workbooks, 6 cassettes, 6 activity sheets, 6 mini quizzes, 1 teacher guide, resource manual.

Description: Practical information needed by person looking for work.

Price: $195.00

Publisher: Innovative Sciences, Inc.

Subject Career Ed.

Title: Occupational Education Fact Finding Series

Interest/Educational Level: 9-12

Reading Level:

Format: 3 Workbooks

Description: Practice in looking for information in newspapers, magazines, brochures; divided into 3 parts.

Price: $1.45 per workbook

Publisher: Special Service Cupply

Subject Career Ed.

Title: All About Jobs

Interest/Educational Level: 6-12

Reading Level:

Format: 20 books, teacher's guide

Description: Introduction to job market by evaluation of likes and dislikes, job hunting, interviews, work rules and responsibilities, income and personal and business management.

Price: $60.00

Publisher: Mafex

Subject Career Ed.

Title: World of Work Series

Interest/Educational Level: Secondary

Reading Level: 3.0

Format: Worktext I: You and Success, II: Your Job and Success

Description: This text is designed to last an entire school year and covers topics such as meeting your employer, reliability on job, wage benefits, union membership.

Price: $2.60

Publisher: Curriculum Research Press

Subject Career Ed.

Title: You're Hired—Your Employment Preparation Guide

Interest/Educational Level: 7-12

Reading Level:

Format: 1 sound filmstrip, 10 student books, teacher's guide

Description: Skills in resume preparation, answering want ads, job interviews filling out application forms.

Price: $32.50 complete, 1950 additional student books.
Publisher: Cole Supply Co./Mafex Associates

Subject Career Ed.

Title: Your aptitudes: You do Your Best What You are Best Suited To Do
Interest/Educational Level: 7-8

Reading Level:

Format: Book

Description: Discusses aptitudes and abilities and information on resume preparation and applying for a job.

Price: $5.50

Publisher: Lothrop, Lee and Shepard

Subject Career Ed.

Title: Your Job and Your Future

Interest/Educational Level: Secondary

Reading Level:

Format: 2 Books

Description: These are especially designed for educationally handicapped urban students with emphasis on practical skills in job procurement.

Price: $1.20 each

Publisher: Webster/McGraw Hill

Subject Career Ed.

Title: Scope/Visuals 13: Getting Applications Right ·

Interest/Educational Level: 7-12

Reading Level:

Format: 8 transparencies, 8 spirit masters

Description: Includes sample applications and forms, social security forms, drivers license application, other applications.

Price: $6.95

Publisher: Scholastic

Subject Career Ed.

Title: Your Job Interview

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes, discussion guide

Description: This series is intended to reduce student's anxiety, develop their confidence and help them find solutions to problems during the first week of work.

Price: $48.50

Publisher: Guidance Associates

Subject Career Ed.

Title: Your Job Interview

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes, discussion guide

Description: Exercises in resume writing, company research, how to dress, voice and manner, avoiding selling one short and other interview behavior.

Price: $48.50

Publisher: Guidance Associates

Subject Career Ed.

Title: How to Get that Job

Interest/Educational Level: 7-12

Reading Level:

Format: 6 Filmstrips, 6 records, teachers guide

Description: Prepares students for job seeking.

Price: $59.95

Publisher: Bowmar

Subject Career Ed.

Title: Job Application Skilltext

Interest/Educational Level: 9-12

Reading Level:

Format: Worktext

Description: Variety of job applications forms used in business and industry.

Price: $1.35

Publisher: Special Service Supply

Subject Career Ed.

Title: Job Interview—Whom Would You Hire?

Interest/Educational Level: Secondary

Reading Level:

Format: 2 Films

Description: Two films: "3 Young Men", "3 Young Women"—actual job interviews with a hidden camera. Viewers are asked to discuss whom they would hire.

Price: Color—$205.00, b/w—$105.00

Publisher: Churchill Films

Subject Career Ed.

Title: How to Get a Job

Interest/Educational Level: 8-12

Reading Level:

Format: 1 cassette, student response worksheets, teachers guide

Description: Steps in job hunting, filling out forms; covers inclinations, aptitudes and qualifications for jobs.

Price: $24.95

Publisher: Wollensak

Subject Career Ed.

Title: Your Job and Your Future

Interest/Educational Level: Secondary

Reading Level:

Format: 2 Books

Description: These are especially designed for educationally handicapped urban students with emphasis on practical skills in job procurement.

Price: $1.20 each

Publisher: Webster/McGraw Hill

Subject Career Ed.

Title: Your Job

Interest/Educational Level: Secondary

Reading Level:

Format: B/w or color films

Description: Finding the Right One, Applying For It, Fitting in, You and Your Boss, Good Work Habits, Getting Ahead

Price: $81.25-$195.00 each

Publisher: Coronet

Subject Career Ed.

Title: Your First Week on the Job

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes, discussion guide

Description: This series is intended to reduce student's anxiety, develop their confidence and help them find solutions to problems during the first week of work.

Price: $48.50

Publisher: Guidance Associates

Subject Career Ed.

Title: Your Job Applying For it

Interest/Educational Level: Secondary

Reading Level:

Format: 13 minute color film

Description: Uses situations to describe how to look for a job. Captioned for the deaf.

Price:

Publisher: Media Services & Captioned Films

Subject Career Ed.

Title: Vocational Reading Series

Interest/Educational Level: 8-12

Reading Level: 4-6

Format:

Description: Can be used as a basal program or supplementary program. 6 books each covering a different career.

Price: $1.56 each book, $.99 teacher's guide

Publisher: Follett Publishing Co.

Subject Career Ed.

Title: Accent/World of Work

Interest/Educational Level: 7-9

Reading Level:

Format: 4 booklets, 4 instructor's books

Description: Deals with social skills related to work.

Price: $.99 per booklet, $1.65 per teacher's manual

Publisher: Follett

Subject Career Ed.

Title: Hospital Job Opportunities

Interest/Educational Level: 7-12

Reading Level:

Format: 10 filmstrips, 5 cassettes, learning guide

Description: Presents job opportunities in hospitals—films include: X-ray Tech., Nurse, Medical Assistant, Nurse's Aide, etc.

Price: $97.50

Publisher: Eye Gate House

Subject Career Ed.

Title: Your Career Series

Interest/Educational Level: 10-12

Reading Level:

Format: Textbooks

Description: Book provides specific info. about jobs in career clusters. 5 topics.

Price: $3.95-$5.79 each

Publisher: Julian Messner

Subject Career Ed.

Title: Finding and Holding a Job

Interest/Educational Level: 7-12

Reading Level:

Format: 12 transparencies, 33 visuals

Description: Provides motivation and information for students going to work right after finishing school.

Price: $65.50

Publisher: Mafex Associates

Subject Career Ed.

Title: Finding Your First Job

Interest/Educational Level: 9-12

Reading Level:

Format: Work book, manual

Description: Designed for students (dropouts or graduates) who plan on going to work directly from high school.

Price: $1.95, workbook; $1.50 manual

Publisher: Houghton-Mifflin

Subject Career Ed.

Title: Finding and Getting a Job

Interest/Educational Level: 7-12

Reading Level:

Format: 6 filmstrips, 3 cassettes, 6 teachers guides

Description: Step-by-step practical information on looking for, getting & keeping a job.

Price: $71.50—complete, filmstrip w/guide—$10.00, cassette—$6.50

Publisher: Singer/Society for Visual Education

Subject Career Ed.

Title: Finding Your Job

Interest/Educational Level: Secondary

Reading Level:

Format: 6 color filmstrips and 3 tapes or cassettes

Description: Points out job considerations; holding a job, availability of jobs, resumes and interview preparation. Also comes in Spanish.

Price: $71.25—kit, $7.50—individual

Publisher: Eye Gate House

Subject Career Ed.

Title: How to Get a Job

Interest/Educational Level: 9-12

Reading Level:

Format: Workbook

Description: Helps with deciding on and applying for a job.

Price: $1.80

Publisher: Benziger Bruce & Glencoe, Inc.

Subject Career Ed.

Title: Getting and Holding a Job

Interest/Educational Level: Secondary

Reading Level:

Format: Worktext

Description: Covers getting ready to enter the business world.

Price: $1.75

Publisher: Frank E. Richards

Subject Career Ed.

Title: Finding a Job Series

Interest/Educational Level: 9-12

Reading Level:

Format: 5 filmstrips, 5 cassettes, teacher's manual

Description: Student looks at various aspects of jobs: how to look for one, grooming, finding a job, job interviews, etc.

Price: $74.00

Publisher: Melton Book Co.

Subject Career Ed.

Title: Getting A Job

Interest/Educational Level: 7-12

Reading Level:

Format: 12 cassettes, 24 student workbooks, teacher's guide

Description: Describes processes in getting a job: contracts, applications, interviews, etc.

Price: $131.00

Publisher: Educational Design Inc.

Subject Career Ed.

Title: First Week on the Job

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, record, teacher's guide

Description: Deals with situations the first week on the job.

Price: $48.50

Publisher: Guidance Associates, Inc.

Subject Career Ed.

Title: Guide to Finding a Job

Interest/Educational Level: Secondary

Reading Level:

Format: Projectuals, teacher guide, album

Description:

Price:

Publisher: Technifax Corp.

Subject Career Ed.

Title: Building Trade Workers

Interest/Educational Level: 7-12

Reading Level:

Format: 10 filmstrips, 5 cassettes, teachers guide

Description: Introduces students to various building trades, filmstrips include: The exterior painter, the brick layer, the sider, the concrete brick layer, etc.

Price: $97.50

Publisher: Eye Gate House

Subject Career Ed.

Title: ABC's of Getting and Keeping a Job

Interest/Educational Level: 7-12

Reading Level:

Format: 8 color filmstrips, 4 cassettes, teacher's manual

Description: 6 units designed for non-college bound student.

Price: $74.00

Publisher: Eye Gate House

Subject Career Ed.

Title: Career Development Laboratory

Interest/Educational Level: 8-13

Reading Level:

Format: Career survey forms, taped interviews

Description: Help guide the student to selected areas. Can be used without supervision.

Price: $2.50

Publisher: Educational Progress Corp.

Subject Career Ed.

Title: Help Yourself to a Job

Interest/Educational Level: 9-12

Reading Level: 3.0

Format: 2 worktexts

Description: Part I—Job hunting, applying for a job, filling out applications, interviews, etc. Part II—salary deductions, skilled & semi-skilled jobs, fringe benefits, etc.

Price: $1.50 each

Publisher: Finney Co.

Subject Career Ed.

Title: Career Discoveries: People Who Organize Facts

Interest/Educational Level: 5-9

Reading Level:

Format: 4 sets, 4 filmstrips, 4 cassettes, discussion guide

Description: Filmstrips deal with people and their careers and how they correct and analyze facts, are creative, helpful, scientific, influential.

Price: $55.00

Publisher: Guidance Associates, Inc.

Subject Career Ed.

Title: Preparing for the World of Work

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes, discussion guide.

Description: Part I: evaluation of one's capabilities & interests, consulting guidance counselor & teachers, intro. to vocational ed. Part II: Investigate 5 areas of vocational ed.-home, etc.

Price: $48.50

Publisher: Guidance Associates

Subject Career Ed.

Title: Exploring Careers

Interest/Educational Level: 7-12

Reading Level:

Format: Resource Book

Description: Home-made games, resource book for motivating career choice.

Price: $3.50

Publisher: ABT Publishers

Subject Career Ed.

Title: Getting a Job

Interest/Educational Level: Secondary

Reading Level:

Format: Activity workbooks

Description: This is a student guide to job hunting and career planning.

Price:

Publisher: Channing L. Bete Co.

Subject Career Ed.

Title: Foundations for Occupational Planning

Interest/Educational Level: 7-9

Reading Level:

Format: 5 captioned filmstrips

Description: Aids students in evaluating world of work in the following areas: Who are you? What do you like to do? What is a job? What are job families? What is a good school? School?

Price: $31.50

Publisher: Singer/Society for Visual Education

Subject Career Ed.

Title: Edventure: Lifelong Learning Situation

Interest/Educational Level: 10-12

Reading Life:

Format: Simulation game: 16 booth signs, 2 packs of role profiles, 30 history forms, 88 course record forms, 30 instructions, 15 institutional instructions, 32 dice, administrators manual.

Description: A role-play simulation game for 30-45 players.

Price: $60.00

Publisher: ABY Publishers

Subject Career Ed.

Title: Good Work Habits

Interest/Educational Level: 7-12

Reading Level:

Format: Books

Description: Pre-vocational guide covering behavior expected of a worker through stories & questions.

Price: $34.00 set of 10 books.

Publisher: Madex aaassoc.

Subject Career Ed.

Title: Free to Choose

Interest/Educational Level: 7-Adult

Reading Level:

Format: 16mm film

Description: Covers skills of persons, regardless of sex and their ability to perform a job.

Price: $210.00 purchase/$20.00 rental

Publisher: Filmfair Communications

Subject Career Ed.

Title: Erbue Rodriguez Hates School

Interest/Educational Level: Secondary

Reading Level:

Format: 12 minute color film

Description: Story of boy who drops out of school, finds a job that is boring & can do nothing to improvie his situation.

Price:

Publisher: Media Service & Captioned Films

Subject Career Ed.

Title: Expo 10: Exploring Career Interests

Interest/Educational Level: 5-8

Reading Level:

Format: 10 sets of games (6 each) activity box, teacher's guide.

Description: Ten units explore Kuder interest areas—each unit contains basic occupational information.

Price: $270.00

Publisher: SRA

Subject Career Ed.

Title: Discovery

Interest/Educational Level: 7-10

Reading Level:

Format: 8 color sound filmstrips, 30 career logbooks, teaching guide.

Description: Provides students with understanding how their values and goals affect career possibilities.

Price: $169.50

Publisher: Scholastic Book Services

Subject Career Ed.

Title: Decision Making for Career Development

Interest/Educational Level: 8-Adult

Reading Level:

Format: 4 cassettes, program guide, 1 set of 30 books

Description: Series of role playing situations for students to define job attitudes.

Price: $50.00

Publisher: SRA

Subject Career Ed.

Title: Creating Your Future

Interest/Educational Level: 7-Adult

Reading Level:

Format: Students & facilitator materials, inservice package.

Description: Emphasizes attitude formation, motivation, goal setting, etc. For non-academic oriented students.

Price: Kits from $150.00-$285.00 each

Publisher: Educational Achievement Corporation

Subject Career Ed.

Title: Your Working Future Series

Interest/Educational Level: 10-12

Reading Level:

Format: Per title: 1 filmstrip, 1 cassette, teacher's guide

Description: Assists students in acquiring info., insights & skills in choosing a career. Covers 8 careers.

Price: $17.00 per title

Publisher: Encyclopedia Britannica Educational Corp.

Subject Career Ed.

Title: Getting a Job

Interest/Educational Level: Secondary

Reading Level:

Format: Worktext

Description: Text deals with jobs in general, specific jobs, finding a job, interviews, etc.

Price: $2.00

Publisher: Fearon Publishers

Subject Career Ed.

Title: Dropping Out: Road to Nowhere

Interest/Educational Level: 9-12

Reading Level:

Format: 2 filmstrips, 2 cassettes, discussion guide.

Description: Describes insecurity & job situation of dropouts.

Price: $48.50

Publisher: Guidance Associates

Subject Career Ed.

Title: Edventure II: Career Guidance Game

Interest/Educational Level: 9-12

Reading Level:

Format: Simulation game: 15 role profiles, menu book, 15 instructions, 30 history forms, enrollment book, 2 dice, administrators manual.

Description: Students & counselor explore role of higher education in their life.

Price: $28.00

Publisher: ABT Publishers

Subject Career Ed.

Title: Education for Occupations

Interest/Educational Level: 7-12

Reading Level:

Format: 8 filmstrips, 4 cassettes, learning guides

Description: Deals with the slow learner and meeting his/her occupational competency.

Price: $78.00

Publisher: Eye Gate House, Inc.

Subject Career Ed.

Title: To Save Your Life

Interest/Educational Level: Secondary Ed.

Reading Level:

Format: Book

Description: This book is about U.S. Health Service.

Price: $4.75

Publisher: Little, Brown & Company

Subject Career Ed.

Title: Those Who Care

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: An account of social work profession.

Price: $4.75

Publisher: Little, Brown & Company

Subject Career Ed.

Title: Turner-Livingston Reading Series

Interest/Educational Level: 7-12

Reading Level: 5.0

Format: 6 workbooks, teacher's guide

Description: Describes how businesses require typists & describes how the job as a typist differs from other jobs.

Price: $1.20 workbook; $1.65 teacher's guide

Publisher: Follett Educational Corp.

Subject Career Ed.

Title: Vocational Guidance Film

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Covers several careers including tool & die makers, electronic technical, home appliance service technician, etc.

Price: $130.00 purchase/$13.00 rental

Publisher: Perennial Education Inc.

Subject Career Ed.

Title: Trees for 2001

Interest/Educational Level: 9-12

Reading Level:

Format: Filmstrip, cassette, teacher's guide

Description: Presentation of many jobs in forestry and related fields.

Price: $26.00

Publisher: Guidace Associates Inc.

Subject Career Ed.

Title: Vocational Guidance

Interest/Educational Level: Secondary

Reading Level:

Format: Color of b/w films

Description: Titles: What is a Computer? How a Scientist Works; Why Not Accounting? The Marine Biologist.

Price: $150.00-$232.50

Publisher: EBE Corp.

Subject Career Ed.

Title: Vocational Reading Series

Interest/Educational Level: 9-12

Reading Level: 4.0-6.0

Format: 6 books, teacher's guide

Description: A structured lesson plan teaching reading, language & comprehension skills through real life experiences. Covers six careers.

Price: $1.44 per book, $.99 teacher's guide

Publisher: Follett Educational Corp.

Subject Career Ed.

Description: Vocational Guidance Series

Interest/Educational Level: 7-12

Reading Level:

Format: Books

Description: 11 books, each covering a different career.

Price: $47.88 complete set

Publisher: T. S. Dennison & Co., Inc.

Subject Career Ed.

Title: Supervising on the Job? A Self-Study Guide for Students

Interest/Educational Level:

Reading Level:

Format: Cards, teacher's guide

Description: Covers basics of supervising techniques.

Price: $4.95

Publisher: Interstate Printers & Publishers

Subject Career Ed.

Title: Subject: Mathematics; Object: Career Opportunities

Interest/Educational Level:

Reading Level:

Format: Box of 100-125 activity cards

Description: Each card describes a job which requires math.

Price: $48.00

Publisher: Houghton Mifflin

Subject Career Ed.

Title: Stenographers and Secretaries

Interest/Educational Level: 7-12

Reading Level:

Format: 1 filmstrip, 1 cassette

Description: Relates occupations of stenographers & secretaries covering qualifications & skills, job requirements, salaries & employment trends.

Price:

Price: $12.00

Publisher: Melton Book Co.

Subject Career Ed.

Title: So You Want to be an Electronic Technician

Interest/Educational Level: Secondary

Reading Level:

Format: 11 minute color film

Description: Describes training & job of electronic technician. Especially captioned for the deaf.

Price:

Publisher: Media Services & Captioned Films

Subject Career Ed.

Title: Opportunities in Series

Interest/Educational Level: 10-12

Reading Level:

Format: Textbook

Description: Paperbacks which contain job descriptions, training requirements, salary etc.

Price: Various

Publisher: Vocational Guidance Manuals

Subject Career Ed.

Title: 1001—A Career Exploration

Interest/Educational Level: Secondary

Reading Level:

Format: 8 different kits: 5½ × 8½ cards & pamphlets.

Description: This kit offers over 1000 career titles plus a one yr. updating service.

Price: Various

Publisher: Houghton-Mifflin

Subject Career Ed.

Title: People Profession: Careers In Home Economics

Interest/Educational Level: 9-12

Reading Level:

Format: 1 filmstrip, 1 record, teacher's guide

Description: Info. about professional home economics careers where a degree is required.

Price: $26.00

Publisher: Guidance Associates, Inc.

Subject Career Ed.

Title: People Working Today

Interest/Educational Level: 7-12, Spec. Ed.

Reading Level: 1.8-1.9

Format: Book

Description: Larry the Logger, Jester the Bellhop, Janet the Hospital Helper, Bob the Super Clerk

Price: $6.00 per set of four

Publisher: Janus Press

Subject Career Ed.

Title: What Job for Me Series

Interest/Educational Level: Secondary

Reading Level:

Format: 18 short Stories

Description: These stories answer questions about non-college jobs. These help student build self-confidence, a healthy attitude and worthwhile goals.

Price: $21.51 complete, $1.20 each

Publisher: Webster/McGraw Hill

Subject Career Ed.

Title: Vocations: Medical Careers

Interest/Educational Level: 7-12

Reading Level:

Format: 50 filmstrips, 50 cassettes, student handbooks

Description: Motivational presentation of medical careers.

Price: $600.00

Publisher: AIMS Instructional Media Services

Subject Career Ed.

Title: Vocations in Trade Series

Interest/Educational Level: 10-12

Reading Level:

Format: Textbooks

Description: You can be an electrician; You can be a plumber. Extensively covers each career, training, apprenticeship, getting started, where to get job info. & opportunities for women.

Price: $5.50 each

Publisher: Williams Morrow and Company

Subject Career Ed.

Title: What Ecologists Do

Interest/Educational Level: 1-8

Reading Level:

Format: 16mm, 15½ minute film

Description: Tasks of ecologists presented practically and work oriented.

Price: $230.00

Publisher: Centron Educational Films.

Subject Career Ed.

Title: Writing Careers in Advertising

Interest/Educational Level:

Reading Level:

Format: 1 filmstrip

Description: An ad is created from a writer's point of view by president of Kelly-Nason Agency.

Price: $22.50

Publisher: Melton Book Co.

Subject Career Ed.

Title: World of . . . Series

Interest/Educational Level: 7-12

Reading Level:

Format: 3 books

Description: Engineering, Medicine, Veterinarian

Price: $3.95, engineering & medicine; $4.75, Vet.

Publisher: Lothrop, Lee & Shepard Co.

Subject Career Ed.

Title: Who Works for You

Interest/Educational Level: 4-8

Reading Level:

Format: 6 filmstrips, 6 cassettes, 6 duplicating masters, discussion guide

Description: Emphasises services provided by American Worker: government, airlines, television, news, health, leisure & ecology.

Price: $79.95

Publisher: Random House

Subject Career Ed.

Title: Wood Shop Safety & Operations Series

Interest/Educational Level: Secondary

Reading Level:

Format: 15 films

Description: Various aspects of wood shop with emphasis on safety.

Price: $2,100.00

Publisher: AIMS Instructional Media Services Inc.

Subject Career Ed.

Title: Receptionists

Interest/Educational Level: 7-12

Reading Level:

Format: 1 filmstrip, 1 cassette

Description: Info. about duties of a receptionist, factors of employment, abilities, salaries, qualifications, education, responsibilities, etc.

Price: $12.00

Publisher: Melton Book Co.

Subject Career Ed.

Title: Receptionist Training

Interest/Educational Level: 7-12

Reading Level:

Format: Book

Description: Programmed instruction with information on dealing with visitors, directory usage, special cases, appearance and duty, performance, accuracy.

Price: $1.50

Publisher: Oddo Publishing Co.

Subject Career Ed.

Title: Preparing for an Office Job Series

Interest/Educational Level: 7-12

Reading Level:

Format: 6 cassettes

Description: Discusses advantages of various office jobs, suggestions about wise career choices in relationship to ability, talents & job adaptability.

Price: $52.50

Publisher: Wilson Educational Recordings/Mafex Associates/Educational Activities, Inc.

Subject Career Ed.

Title: Prepare for a Career in Radio & Television Announcing

Interest/Educational Level: 7-8

Reading Level:

Format: Book

Description: 2 broadcasters discuss jobs & suggest skill development for broadcast field.

Price: $5.50

Publisher: Lothrop, Lee and Shepard

Subject Career Ed.

Title: Secretaryship

Interest/Educational Level: 11-Adult

Reading Level:

Format: Textbook

Description: 4 part book divided into: professional overview, office procedure, skills & business machines and etiquette

Price: $12.95

Publisher: Goodyear Publishing Co.

Subject Career Ed.

Title: Secretary in a Changing Business World Series

Interest/Educational Level: 7-12

Reading Level:

Format: 4 filmstrips, 4 cassettes, teacher's guide

Description: Presents role of secretary in various fields and opportunities for the future.

Price: $55.00

Publisher: Miller-Brody Productions Inc.

Subject Career Ed.

Title: Scope/Visuals 16: Career Crossroads

Interest/Educational Level: 7-12

Reading Level:

Format: 16 transparencies, duplicating masters

Description: Info. about full-time & part-time jobs in health, science, technology, etc.

Price: $11.50

Publisher: Scholastic

Subject Career Ed.

Title: Science Careers Kit

Interest/Educational Level: 9-12

Reading Level:

Format: Kit

Description: Over 120 career briefs & summaries valuable to science teachers & pupils, plus updated *Science Careers Service* with 30 additions

Price: $37.50 per kit

Publisher: Houghton Mifflin

Subject Career Ed.

Title: Selecting A Vocation

Interest/Educational Level: 9-Adult

Reading Level:

Format: 8 filmstrips, 8 cassettes

Description: On the job interview with workers covering job requirements and opportunities, wages, hours, education, etc.

Price: $95.00

Publisher: Melton Book Co./Coronet

Subject Career Ed.

Title: The Secretary Series

Interest/Educational Level: Secondary

Reading Level:

Format: Color or b/w films

Description: 1. A Normal Day, 2. Taking Dictation, 3. Transcribing

Price: $65.00 b/w; $130.00 color

Publisher: Coronet

Subject Career Ed.

Title: Sound Learning Systems/Career Education

Interest/Educational Level: 5-12

Reading Level:

Format: 12 cassettes per series (9 series)

Description: Comprehensive series which can be used in a career exploration program. Each lesson covers nature of the work, earnings, job prospects & educational-training requirements.

Price: $800.00 total program/$90.00 per series

Publisher: Melton Book Co.

Subject Career Ed.

Title: So You Want to be a Tool and Die or Mold Maker

Interest/Educational Level: Secondary

Reading Level:

Format: 11 minute color film

Description: Describes training and job of tool, die or mold maker, captioned for the deaf.

Price:

Publisher: Media Services and Captioned Films

Subject Career Ed.

Title: Teachers of Tomorrow

Interest/Educational Level: 9-Adult

Reading Level:

Format: 11 minute, 16mm film

Description: Relates teacher-student role, educational change that gives teacher more time to the student.

Price: $150.00 purchase/$20.00 rental

Publisher: AIMS Instructional Media Services

Subject Career Ed.

Title: Technicians in Our Changing World

Interest/Educational Level: Secondary

Reading Level:

Format: Super 8mm, 14 minute film

Description: Film describes training & work of different types of technicians.

Price: $89.00

Publisher: ICF

Subject Career Ed.

Title: Teenagers Prepare for Work (In the Community)

Interest/Educational Level: 7-12, Spec. Ed.

Reading Level: 4.0

Format: Worktext

Description: Book designed to use with students in a work-study program in Jr. or Sr. High Sch. Covers different types of occupations, qualifications, forms & personal evaluation.

Price: $2.25

Publisher: Allen Co.

Subject Career Ed.

Title: Teenagers at Work

Interest/Educational Level: 7-12, Spec. Ed.

Reading Level:

Format: Worktext

Description: Introduces the work-study program. Workbook is nontypical because it uses English, math and social study skills in a job orientation program. Covers various teenage jobs.

Price: $1.75

Publisher: F. E. Richards Publishing Co.

Subject Career Ed.

Title: World of . . . Series

Interest/Educational Level: 8-12

Reading Level:

Format: Textbook, workbook, teacher's guide

Description: Exploration of careers in media and industry.

Price: Communication, $12.00; Manufacturing, $19.50

Publisher: McKnight Publishing Co.

Subject Career Ed.

Title: Jobs for You: It's Happening in Home Economics

Interest/Educational Level: 9-12

Reading Level:

Format: 1 filmstrip, 1 cassette, discussion guide

Description: Interviews with supervisory personnel and descriptions of entry level positions, etc.

Price: $26.00

Publisher: Guidance Associates

Subject Career Ed.

Title: Working As . . . Series

Interest/Educational Level: 7-12

Reading Level:

Format: Each kit: 2 cassettes, teacher's guide

Description: Narrative & interview format covering responsibilities, specialization, rewards, self employment, qualities, etc.

Price: Covers 8 careers, $18.00 per kit

Publisher: Current Affairs Films

Subject Career Ed.

Title: Job Opportunities in Hotels & Motels

Interest/Educational Level: 7-12

Reading Level:

Format: 16mm film

Description: Tour through laundry, housekeeping and engineering dept. Industry entry level positions.

Price: $135.00

Publisher: Sterling Educational Films

Subject Career Ed.

Title: Career Education Program

Interest/Educational Level: Secondary

Reading Level:

Format: Textbooks

Description: Series introduces student to basic employment opportunities including careers in automotive and appliance careers.

Price: $1.95

Publisher: Allied Education Council

Subject Career Ed.

Title: Adventure in the World of Work

Interest/Educational Level: 4-8

Reading Level:

Format: 6 filmstrips, 6 cassetts, 6 duplicating masters teacher's guide

Description: Emphasizes contributions made by working people.

Price: $79.95

Publisher: Random House

Subject Career Ed.

Title: Career Education Program

Interest/Educational Level: Secondary

Reading Level:

Format: Text Books

Description: Series introduces student to basic employment opportunities including careers in automotive and appliance careers.

Price:

Price: $1.95

Publisher: Allied Education Council

Subject Career Ed.

Title: Foresters

Interest/Educational Level: 7-12

Reading Level:

Format: 14 minute, 16mm film

Description: Deals with wide variety of jobs of a forester including timber harvesting research in nutrients, woodlot management, forest fire control, etc.

Price: $200.00

Publisher: Centron Educational Filma

Subject Career Ed.

Title: Industrial Careers Kit

Interest/Educational Level: 9-12

Reading Level:

Format: Kit

Description: 150 career briefs and summaries describing careers in industry.

Price: $45.00

Publisher: Houghton-Mifflin

Subject Career Ed.

Title: Health Careers Kit

Interest/Educational Level: 9-12

Reading Level:

Format: Cards

Description: 120 items describing careers & training for occupations in health field.

Price:

Publisher: Houghton Mifflin

Subject Career Ed.

Title: All About Jobs

Interest/Educational Level: Secondary

Reading Level:

Format: Guidebook, teacher's guide

Description: Comprehensive book about all facets of jobs.

Price: Guidebook $2.95, teacher's guide $3.50

Publisher: Mafex Assoc.

Subject Career Ed.

Title: Accent/Jobs and Job Models

Interest/Educational Level: Secondary

Reading Level: 5-6

Format: Books, instruction books

Description: 5 part stories about job experiences of youth.

Price: Books $.92, Instruction book $2.00

Publisher: Follett Educational Corporation

Subject Career Ed.

Title: Introduction to Electronics

Interest/Educational Level: 11-Adult

Reading Level:

Format: Textbook

Description: Introduces careers in electronics to students with little physics & math background.

Price: $14.95

Publisher: Goodyear Publishing Co.

Subject Career Ed.

Title: Increase Your Career Power

Interest/Educational Level: 10-12

Reading Level:

Format: Cassette, response booklet

Description: How to find jobs in areas such as commerce, trade, creative arts, etc.

Price: $19.06

Publisher: General Programmed Teaching & Learning Achievement Corp.

Subject Career Ed.

Title: Introduction to American Industry

Interest/Educational Level: 7-9

Reading Level:

Format: 41 transparencies, textbook, teacher guide

Description: Describes 5 different functions of manufacturing company.

Price: $97.50

Publisher: DCA Educational Products, Inc.

Subject Career Ed.

Title: Introduction to Health Professions

Interest/Educational Level: 11-12

Reading Level:

Format: Textbook

Description: Describes health careers & opportunities, training and functions.

Price: $6.25

Publisher: C. V. Mosby Co.

Subject Career Ed.

Title: Library of Career Counseling Films

Interest/Educational Level: 7-12

Reading Level:

Format: 40 filmstrips, 40 cassettes, teacher guides.

Description: Includes 10 sets, each set covering several different careers.

Price: $900.00 complete set; $90.00 per kit

Publisher: Counselor Films Inc.

Subject Career Ed.

Title: Jobs in Marine Science

Interest/Educational Level: 10-12

Reading Level:

Format: Textbook

Description: Introduces careers such as oceanographer, fish farmer, salvage digger, etc.

Price: $5.50

Publisher: Lothrop, Lee & Shepard

Subject Career Ed.

Title: Just A . . . Series

Interest/Educational Level: 7-12

Reading Level:

Format: 1 filmstrip, 1 record, teacher's guide

Description: Discusses duties and responsibilities of secretary and a teller.

Price: $12.95

Publisher: Educational Activities, Inc.

Subject Career Ed.

Title: Jobs In . . .

Interest/Educational Level: 7-12

Reading Level:

Format: 16mm films

Description: Presents opportunities & skills in these fields: Cosmetology, Drafting, Health, Small & Electric Appliance Repair, Automotive Trades, Baking Industry, Sheet Metal Trades.

Price: $90-$135

Publisher: Sterling Education Films

Subject Career Ed.

Title: McKnight Reference Kits

Interest/Educational Level: Secondary

Reading Level:

Format: Set I = 16 books, Set II = 7 books, Set III = 7 books, Set IV = 10 books, Set V =1 1 book

Description: Complete set of reference books for students who want to work with their hands.

Price: I, General Shop, $118.67; II, Wood, $52.00; III, Metal, $52.00; IV, Projects, $65.33, V, Understanding America's Industries, $7.96

Publisher: McKnight Publishing Co.

Subject Career Ed.

Title: Making it Vocationally

Interest/Educational Level: 7-12

Reading Level:

Reading Level: Per title: 2 filmstrips, 2 cassettes, discussion guide.

Description: Covers: construction, environmental science, food service, government, human services, and your own business

Price: $44.00

Publisher: Miller-Brody Prod/Melton Book Co. Multimedia Div/Mafex.

Subject Career Ed.

Title: Man's Work Series

Interest/Educational Level: 7-12

Reading Level:

Format: Per group: 10 cassettes, 10 duplicating masters, teacher's guide.

Description: Presents over 100 jobs for blue collar workers covering interests, skills, training, education, etc. I, office & sales, II, consumer, III, Production, IV, Structure, V, Miscellaneous.

Price: $84.95 per group

Publisher: Education Dev. Corp./Div. of McGraw Hill Book Co.

Subject Career Ed.

Title: Meet the Future

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: This book is about libraries and the nature and extent of library work.

Price: $4.75

Publisher: Little, Brown & Co.

Subject Career Ed.

Title: Opportunities In . . .Series

Interest/Educational Level: 7-12

Reading Level:

Format: 16mm films

Description: Clerical Work, The Machine Trades, Sales & Merchandising, Welding

Price: Clerical Work, $135.00, Machine Trades, $90.00, Sales & Merchandising, $165.00, Welding, $90.00

Publisher: Sterling Educational Films

Subject Career Ed.

Title: One Nation Indivisible

Interest/Educational Level: 5-8

Reading Level:

Format: 6 cassettes

Description: Describes careers in politics and duties involved.

Price: $29.50

Publisher: Melton Book Co./Trou Associates

Subject Career Ed.

Title: Newspaper in America Series

Interest/Educational Level: 7-12

Reading Level:

Format: 6 filmstrips, 3 cassettes, 6 teacher guides.

Description: Shows different kinds of newspapers, stories & people who work on newspapers. Reading daily newspapers, Weeklies & other publications, Writing for newspapers, Understanding Feature stories, Preparing news for print, Finished newspaper.

Price: $63.50

Publisher: Singer/SVE

Subject Career Ed.

Title: Office Worker Series

Interest/Educational Level: 9-12

Reading Level:

Format: Kit: 5 filmstrips, 5 cassettes, teacher's manual.

Description: Overview of operations of a business office, dress, personal hygiene, getting along with others in an office, etc.

Price: $74.00

Publisher: Melton Book Co.

Subject Career Ed.

Title: It's All Music

Interest/Educational Level: 7-Adult

Reading Level:

Format: 16mm, 26 minute film

Description: Examines types of music and interviews conductors, performers, business manager, music students.

Price: $375.00

Publisher: Centron Educational Films

Subject Career Ed.

Title: It's Your Future

Interest/Educational Level: 7-12

Reading Level:

Format: 16mm film, 13 minutes

Description: Presents apprenticeship training & skills acquired through apprenticeship.

Price: $175.00 purchase/$20.00 rental

Publisher: AIMS Instructional Media Services

Subject Career Ed.

Title: Jerry Works in a Service Station

Interest/Educational Level: 9-12

Reading Level: 2.2

Format: Worktext

Description: High interest, low vocabulary reader with exercises in reading and prevocational skills.

Price: $1.50

Publisher: Fearon Publishers/Leir Seigler

Subject Career Ed.

Title: Job Scene, 1973

Interest/Educational Level: Secondary

Reading Level:

Format: Pamphlets

Description: Series of 22 colorful pamphlets about jobs.

Price: Career booklets $.03 each

Publisher: IPD Publishing Co.

Subject Career Ed.

Title: Mack Works in a Clothing Factory

Interest/Educational Level: 7-12, Spec. Ed.

Reading Level:

Format: Worktext

Description: Story of a boy leaving school, finding a job in a clothing factory and adjustments he makes.

Price: $1.75

Publisher: F. E. Richards Publishing Co.

Subject Career Ed.

Title: Making of a Police Officer

Interest/Educational Level: 6-12

Reading Level:

Format: Textbook

Description: Info. about training of a police officer.

Price: $4.95

Publisher: Westminister Press

Subject Career Ed.

Title: Life and Work: A Home Economics Program

Interest/Educational Level: 7-12

Reading Level:

Format: 1 of 3 units: filmstrip, cassette, poster, newspapers (40), teacher's manual

Description: Stresses using community as a major resource-19 lessons contain behavioral objectives, suggestions for presentation, guides to skills & materials.

Price:

Publisher: Harcourt, Brace & Jovanovich

Subject Career Ed.

Title: Law Enforcement & Criminal Justice: An Introduction

Interest/Educational Level: 11-Adult

Reading Level:

Format: Textbook

Description: Provides occupational info., though primarily geared toward educating student about processes of criminal justice system.

Price: $13.95

Publisher: Goodyear Publishing Co.

Subject Career Ed.

Title: Nature Sleuths: Protectors of Our Wildlife

Interest/Educational Level: 7-12

Reading Level:

Format: Book

Description: Shows jobs of federal conservation officers, types of jobs, wildlife laws, etc.

Price: $4.95

Publisher: Lothrop, Lee and Shepard Co.

Subject Career Ed.

Title: Ms. M.D.

Interest/Educational Level: 7-12

Reading Level:

Format: Textbook

Description: Presents history of women in medicine and the outlook for the future including education required.

Price: $4.95

Publisher: Westminister Press

Subject Career Ed.

Title: Occupations . . . Series

Interest/Educational Level: 7-12

Reading Level:

Format: 1 filmstrip, 1 cassette per kit

Description: As Automobile Mechanics, As Machinists, As Operating Engineers, In Bricklaying, In Carpentry, In Plumbing & Pipefitting, In Welding.

Price: $12.00

Publisher: Melton Book Co.

Subject Career Ed.

Title: Metal Shop Safety & Operations Series

Interest/Educational Level: Secondary

Reading Level:

Format: 6 films

Description: Various aspects of the metal shop with emphasis on safety.

Price: $950.00

Publisher: AIMS Instructional Media Service

Subject Career Ed.

Title: People and Choices: Career Folios

Interest/Educational Level: 4-9

Reading Level:

Format: 10 folios per set, teacher's guide

Description: Exposes career opportunities & motivates students for education & determining general life shape. Each folio covers different careers.

Price: $7.95 per set/$ 60 teacher's guide

Publisher: Harcourt, Brace, Jovanovich, Inc.

Subject Employment Posters

Title: 7-12

Interest/Educational Level:

Reading Level:

Format: 8-15" x 2" posters

Description: Posters

Price: $3.95

Publisher: Mafex Assoc.

Subject Survival Skills

Title: Young Homemakers at Work

Interest/Educational Level: 7-12, Spec. Ed.

Reading Level: 2-5

Format: Worktext, manual

Description: Designed to teach handicapped students basic homemaking skills

Price: $1.75

Publisher: Fearon Publishing

Subject Survival Skills

Title: What It Takes—Developing Skills for Contemporary Living

Interest/Educational Level: 7-12

Reading Level: 2.4

Format: Worktext, teacher's manual

Description: Covers getting and keeping a job, credit, prejudice, gossips, home emergencies & personal relationships.

Price: $2.68

Publisher: Fearon/ Leir Seigler

Subject Driver's Ed.

Title: Thinking and Driving

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Supplementary reading material designed to develop basic attitudes and understanding about driving.

Price:

Publisher: Stanwix House

Subject Driver's Ed.

Title: Studying for a Driver's License

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Aids students in studying for a written drivers test including rules & vocabulary & sample tests.

Price: $1.50

Publisher: New Reader's Press

Subject Driver's Ed.

Title: Essentials of Driver's Ed.

Interest/Educational Level: Secondary

Reading Level: 3-4

Format: Study guide, tests, word lists

Description: Teaches driving skills & skills in reading, spelling & pronunciation.

Price:

Publisher: Mafex

Subject Study Skills

Title: Study Skills Library

Interest/Educational Level: Secondary

Reading Level: 3-9

Format:

Description: Reading skills that focus on content areas. Science, social studies reference skills, emphasizes skills in selecting, judging and using important ideas.

Price:

Publisher: Education Developmental Lab/McGraw Hill

Subject Study Skills

Title: Organizing and Reporting Skills

Interest/Educational Level: Secondary

Reading Level:

Format: Kit, booklets, specimen set, teacher guide

Description: Supplementary materials focusing on reporting, notetaking and outlining.

Price:

Publisher: SRA

Subject Study Skills

Title: Reference Tools and Study Skills

Interest/Educational Level: Secondary

Reading Level:

Format: Duplicating masters and transparencies

Description: Skills in using a dictionary, atlas, almanac, encyclopedia, etc.

Price:

Publisher: Milliken

Subject Library Skills

Title: Basic Library Skills

Interest/Educational Level: Secondary

Reading Level:

Format: Transparencies, duplicating masters

Description: Introductory library skills—alphabetical order, distinguishing between fiction and non-fiction, catalog cards, etc.

Price:

Publisher: Milliken

Subject Dictionary Skills

Title: Using the Dik-she-nehr-ee

Interest/Educational Level: Secondary

Reading Level: 3-6

Format: 4 booklets

Description: Helps students learn dictionary skills alphabetizing, pronunciation, definition skills, root words, abbreviations.

Price: $.35 each

Publisher: Xerox

Subject Study Skills

Title: Countdown (Scope/Study Skills)

Interest/Educational Level: 4.0-6.0

Reading Level:

Format: Consumable workbooks featuring high interest stories.

Description: This program develops specific study skills such as an index, table of contents, using context clues, etc.

Price: $100.00

Publisher: Scholastic Book Services

Subject Dictionary Skills

Title: Basic Dictionary Skills

Interest/Educational Level: Secondary

Reading Level:

Format: Transparencies or duplicating masters

Description: Introduces use of the dictionary, pronunciation key, syllable, etc.

Price:

Publisher: Milliken

Subject Library Skills

Title: Library Skills

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: A handbook for teachers and librarians to aid in teaching library skills.

Price: $2.75

Publisher: Fearon

Subject Language

Title: Communication Series

Interest/Educational Level: Secondary

Reading Level: 0-6

Format:

Description: Language program with controlled vocabulary that teaches skills in writing, spelling, and basic English through a language approach.

Price: $1.98

Publisher: Follett

Subject Language

Title: Reading for Living Series

Interest/Educational Level: Secondary

Reading Level:

Format: Units

Description: Independent study units which center around skill requiring reading and writing.

Price:

Publisher: New Readers Press

Subject Language

Title: Concepts for Communication

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: This kit teaches language with a variety of media.

Publisher: DLM

Subject Language

Title: Communication Series

Interest/Educational Level: 8-12

Reading Level: 0-6

Format: 3 books

Description: Program teaches linguistics applied to writing, spelling, and English.

Price: $1.98

Publisher: Follett Turner-Livingston

Subject Language

Title: Activity Concept English

Interest/Educational Level: Secondary

Reading Level:

Format: Workbooks

Description: Workbooks work with writing and reading skills for students with language handicaps. Contains reading selections, paperbacks, reference skills and activities to enhance language.

Price:

Publisher: Scott-Foresman

Subject Language

Title: Language Master-Language Stimulation Program III

Interest/Educational Level:

Reading Level:

Format: 200 pre-recorded cards

Description: Skills in phrases, sentences, language reinforcement and auditory retention span — valuable for teaching phraseology and sentence construction and usage.

Price:

Publisher: Bell and Howell

Subject Language

Title: Language Training for Adolescents

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: This program is for students with language disabilities. Teaches language skills from a structural approach.

Price:

Publisher: Educators Publishing Services

Subject Language

Title: Keys to Good Language

Interest/Educational Level: Secondary

Reading Level: 1-6

Format: Books, teachers book, tests

Description: Diagnostic-prescriptive pattern of progressive language skills.

Price:

Publisher: Economy

Subject Language

Title: Patterns of Language

Interest/Educational Level: 7-12

Reading Level: 7-8

Format:

Description: Complete language arts program.

Price:

Publisher: Litton Educational Publishers

Subject Language

Title: Language Master Programs

Interest/Educational Level: K-12

Reading Level:

Format:

Description: Programs which can be used with the language master — pre-recorded or blank cards can be obtained from the publisher. The system provides a dual recording-playback capability employing sign, speech, touch and hearing processes.

Price:

Publisher: Bell and Howell

Subject Language

Title: The World of Language

Interest/Educational Level: 7-10

Reading Level: 5-7

Format: Books, workbooks, teacher editions

Description: Deals with communication, literature, human relations, etc.

Price:

Publisher: Follett

Subject Spelling

Title: The Bad Speller's Dictionary

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: This dictionary is alphabetized by common misspelled words

Price:

Publisher: Random House

Subject Spelling

Title: Spellbound

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: This text is good for below-average or non-readers in Jr. & Sr. high school — developmental series with exercises for reinforcement.

Price:

Publisher: Educator's Publishing Service

Subject Spelling

Title: Pride in Language

Interest/Educational Level: Jr. & Sr. High School

Reading Level: 3.9-4.0

Format: Books 1 & 2, Teacher's guide

Description: Language skills taught sequentially.

Price:

Publisher: Random House

Subject Spelling

Title: Sullivan's Programmed Spelling

Interest/Educational Level: Secondary

Reading Level: 1-8

Format:

Description: This is an individualized programmed spelling program.

Price:

Publisher: Behavioral Research Laboratories

Subject Spelling

Title: Continuous Progress in Spelling

Interest/Educational Level: Secondary

Reading Level: Placement test, Ret., study manual, word lists, recall tests

Format:

Description: Individualized multi level program that features peer teaching, grouping of words, test-study test approach and student self study manual.

Price: $99.75

Publisher: Economy

Subject Spelling

Title: Spelling Word Power Lab Series

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: This is a supplementary kit to teach individualized skills—presents specific spelling patterns, phonic and word analysis.

Price:

Publisher: SRA

Subject Spelling

Title: A Spelling Workbook Emphasizing Rule and Generalizations for Corrective Drill

Interest/Educational Level: 7-12

Reading Level:

Format: Book

Description: Good program for secondary students with spelling & reading problems. The material is divided into phonetic drills, spelling rules, spelling generalizations, syllable concepts and pronunciation symbols.

Price:

Publisher: Educator's Publishing Service

Subject Spelling

Title: The Spell of Words

Interest/Educational Level: Secondary

Reading Level:

Format: Workbook

Description: Good for high school students identified as dyslexic—presents rules developmentally with drills and practice for reinforcement.

Price:

Publisher: Educator's Publishing Service

Subject Spelling

Title: Spelling Patterns of Sound

Interest/Educational Level: Secondary

Reading Level:

Format: Cassette tapes, text

Description: Developmental series based on linguistics.

Price:

Publisher: McGraw Hill

Subject Spelling

Title: Spelling Reference Book

Interest/Educational Level: 2-4

Reading Level:

Format:

Description: This is a dictionary of commonly misspelled words.

Price:

Publisher: DLM

Subject Math

Title: Metric Tasks — Skill Development Activities

Interest/Educational Level: 4-9

Reading Level:

Format: Task cards

Description: Can be used for a classroom project or individually.

Price: $6.50

Publisher: Love Publishing

Subject Math

Title: Measure Up

Interest/Educational Level: 2.7

Reading Level:

Format: Book, teacher's manual

Description: Teaches how to measure in feet, inches, and fractions of an inch.

Price: $1.65

Publisher: Fearon

Subject Math

Title: Learning About Measurement

Interest/Educational Level: 2-6

Reading Level:

Format: Worktext

Description: Special Ed. designed — covers measurement and use of tools: temperature, time, solid, liquid, etc.

Price: $1.50

Publisher: F. E. Richards

Subject Math

Title: Linear Measures

Interest/Educational Level: 3-6

Reading Level:

Format: Kit with wooden yard stick

Description: Kit teaches use of ruler or yardstick.

Price: $5.00

Publisher: DLM

Subject Spelling

Title: Language Lab

Interest/Educational Level: 5-Adult

Reading Level: 3.0-5.0

Format:

Description: Very interesting for boys — develops skills in reading, language and dictionary skills. Some titles include: Horses (R.L. 3.0), Drag Racing (4.0-5.0), Motorcycles (5.0).

Price:

Publisher: Bowmar

Subject Spelling

Title: Programmed Spelling

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: This is a programmed spelling workbook which includes commonly misspelled words.

Price:

Publisher: Ann Arbor Publishers

Subject Math

Title: Metri Kit 1974

Interest/Educational Level: 3-6

Reading Level:

Format: 10 study guides with cassettes, 1 filmstrip with cassettes, teacher's guide, 10 metric rulers, meter tape, 250 ml beaker, 8 activity cards

Description: A fun study guide cassette program. All work done within the metric system.

Price: $49.95

Publisher: Charles E. Merrill

Subject Math

Title: Addition: Dollars & Cents

Interest/Educational Level: 3-5

Reading Level:

Format: 1 cassette, student response worksheets, teacher's guide.

Description: Explains addition of simple money values centered on ordering common snacks.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Addition of Decimals No. 1

Interest/Educational Level: 7-9

Reading Level:

Format: 1 cassette, student response worksheets, teacher's guide

Description: Explains basic rule in addition of decimals.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Addition of Decimals No. 2

Interest/Educational Level: 7-9

Reading Level:

Format: 1 cassette, student response worksheets, teacher's guide

Description: Explains how to convert decimals to fractions and readd.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Basic Mathematics, Set Two

Interest/Educational Level: 6-8

Reading Level:

Format: 10 cassettes

Description: Covers writing decimals, rounding decimals, renaming fractions and decimals, percents, fractions, adding positive and neg. numbers, subtracting and × and ÷ of pos. and neg. numbers.

Price: $69.95

Publisher: Educational Activities

Subject Math

Title: Changing Percent to Fractions

Interest/Educational Level: 7-9

Reading Level:

Format: Teaching tape kit, 1 cassette, student response worksheets, teacher's guide

Description: Explains meaning of identity element, use of 2 zeros in div. and application in converting % to a fraction.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Telling Time Is Easy

Interest/Educational Level:

Reading Level:

Format: 6 filmstrips, 3 cassettes, teacher's guide

Description: Covers telling and writing time, days of week, month, and year.

Price: $52.60

Publisher: Eye Gate

Subject Math

Title: Time & Telling Time

Interest/Educational Level: 2-9

Reading Level:

Format: Book, teacher's guide

Description: High interest materials

Price: $1.60

Publisher: Fearon

Subject Math

Title: Tell Time Quizmo

Interest/Educational Level: 4-9

Reading Level:

Format: Game

Description: Bingo clock game

Price: $4.00

Publisher: Cole Supply

Subject Math

Title: Moving Up In Time

Interest/Educational Level: 3-6

Reading Level:

Format: 180 exercise cards, 175 award cards

Description: Can be used as a regular math program or as a supplementary material.

Price: $18.00

Publisher: DLM

Subject Math

Title: Money Game

Interest/Educational Level: 2-6

Reading Level:

Format: Game

Description: Students compete to be the first one to the bank.

Price: $4.50

Publisher: OLM

Subject Math

Title: How Much Change?

Interest/Educational Level: 2 4

Reading Level:

Format: Teaching Tape Kit — 1 cassette, student response worksheets, teacher's guide

Description: The student purchases items and computes amount of change he should receive.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Coin Puzzles

Interest/Educational Level: 2-6

Reading Level:

Format: 25 double sided card puzzles

Description: Independent study for learning use of money.

Price: $4.75

Publisher: DLM

Subject Math

Title: Coins and Bills

Interest/Educational Level: Secondary

Reading Level:

Format: Simulated money, 82 coins, 45 bills

Description: Materials teach money use and values through transactions.

Price: $3.25

Publisher: DLM

Subject Math

Title: Clock Arithmetic

Interest/Educational Level: 5-7

Reading Level:

Format: Teaching tape kit, 1 cassette, student response worksheets, teacher's guide.

Description: Use of clock-faces as an aid to understand finite systems.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Subtraction: Dollars and Cents

Interest/Educational Level: 3-5

Reading Level:

Format: Teaching tape kit: 1 cassette, worksheets, teacher's guide.

Description: Subtraction by using money and situation of a boy spending money he has saved.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Learning About Time

Interest/Educational Level: 2-6

Reading Level:

Format: Worktext clock with movable hands

Description: Covers: face of the clock, telling and writing time, clocks and roman numerals, writing dates.

Price: $1.50

Publisher: F. E. Richards

Subject Math

Title: The Using Money Series

Interest/Educational Level: 4-12

Reading Level:

Format: 4 workbooks

Description: Book 1 — Counting My Money, 2 — Making My Money Count, 3 — Buying Power, 4 — Earning, Spending and Saving.

Price: $1.35 each

Publisher: F. E. Richards

Subject Math

Title: Magical Disappearing Money

Interest/Educational Level: 7-12

Reading Level:

Format: 16mm, 11 minute film

Description: Deals with shopping and making unwise purchases.

Price: $145.00, $15.00 rental

Publisher: Film Fair Communications

Subject Math

Title: Money Makes Sense

Interest/Educational Level: 4-8

Reading Level:

Format: Worktext

Description: Designed for slow learners. Teaches math through use of money and prevocational experience.

Price: $1.80

Publisher: Fearon

Subject Math

Title: Shopping List Game

Interest/Educational Level: 3-6

Reading Level:

Format: 4 master shopping lists, 8 small shopping lists, cardboard coins, paper bills

Description: Provides student with experience handling money.

Price: $6.75

Publisher: DLM

Subject Math

Title: Using Dollars and Cents

Interest/Educational Level: 4-9

Reading Level:

Format: Book

Description: A sequel to Money Makes Sense

Price: $1.80

Publisher: Fearon Publishers

Subject Math

Title: Changing Percent to Decimals

Interest/Educational Level: 7-9

Reading Level:

Format: Teaching tape kit, student response worksheets, 1 cassette, teacher's guide

Description: Conversion of percent to decimal, short cut method of division by 10's and 100's.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Decimal Lines

Interest/Educational Level: 4-8

Reading Level:

Format: 1 chart

Description: Graphs presenting decimals and common fractions.

Price: $3.75

Publisher: Instructor Publications

Subject Math

Title: Basic Algebra

Interest/Educational Level: Secondary

Reading Level:

Format: Spirit masters

Description: Special program for low achievers.

Price:

Publisher: Merrill Publishing

Subject Math

Title: Complete Factorization

Interest/Educational Level: 6-8

Reading Level:

Format: Teaching tape kit, 1 cassette, student response worksheets, teacher's guide

Description: Guide to a logical method of factorizing a number. Reviews prime numbers and exponents.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Drill Tapes

Interest/Educational Level: 1-6

Reading Level:

Format: Each tray contains 10 pads of activity sheets, plus teacher's guide

Description: 8 trays with basic facts, fractions, problem solving.

Price: $595.00 complete kit.

Publisher: Educational Progress Corp.

Subject Math

Title: Figure It Out

Interest/Educational Level: Intermediate

Reading Level:

Format: 2 books, instructor's manual

Description: Book 1 — covers addition, subtraction, multiplication, division and money measurements. Book 2 — covers fractions, decimals, rounding off, estimating.

Price: Book 1, $1.11; Book 2, $1.23

Publisher: Follett

Subject Math

Title: First Ideas in Mathematics

Interest/Educational Level: 4-9

Reading Level:

Format: 10 super 8 film loops

Description: Covers, place value, number lines, addition, subtraction, multiplication, division, fractions, perumeter & area, odds & evens chances.

Price: $249.50 complete set; $24.95 each

Publisher: Ealing

Subject Math

Title: Exercises and Long Division

Interest/Educational Level: 4-9

Reading Level:

Format: Paperback

Description: Supplementary to basic text with problems that are self checking.

Price: $1.25

Publisher: Cole Supply

Subject Math

Title: Figure It Out, 2nd Edition

Interest/Educational Level: Intermediate

Reading Level:

Format: Books

Description: Teaches basic processes.

Price: $1.11 — $4.14

Publisher: Follett

Subject Math

Title: Fundamentals of Modern Mathematics

Interest/Educational Level: 4-9

Reading Level:

Format: 10 filmstrips, teacher's guide

Description: Sets & operations, the whole numbers, the integraters, the rational numbers, relations, functions, finite mathematics systems, shapes, areas.

Price: $70.00

Publisher: Scott Education

Subject Math

Title: Directed Numbers: Addition

Interest/Educational Level: 6-10

Reading Level:

Format: Teaching tape kit: One cassette, student response worksheets, teacher's guide

Description: Student is familiarized with + of pos. & neg. integers and pos. plus neg. integers.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Directed Numbers: Operations

Interest/Educational Level: 6-10

Reading Level:

Format: Teaching tape kit: 1 cassette, student response sheets, teacher's guide

Description: Student practices operations left to right. Kit stresses order of operations to simplify numerical expressions containing more than one operation.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Directed Numbers: Division

Interest/Educational Level: 6-10

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets & teacher's guide.

Description: Kit reviews basic terminology of division.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Directed Numbers: Multiplication

Interest/Educational Level: 6-10

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide.

Description: Uses number line to explain why product of two negative integers is positive and why product of negative & positive integers is negative.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Twenty Products

Interest/Educational Level: 4-9

Reading Level:

Format: Game

Description: 2-player game using multiplication facts.

Price: $4.75

Publisher: DLM

Subject Math

Title: Useful Arithmetic: Volume II

Interest/Educational Level: 7-12

Reading Level:

Format: Paperback, Teacher's Key

Description: Contents teach math thru everyday living skills.

Price: Paperback, $1.50; teacher's key, $2.50

Publisher: F. E. Richards

Subject Math

Title: Useful Arithmetic: Volume I

Interest/Educational Level: 7-12

Reading Level:

Format: Paperback, teacher's key

Description: Contents teach math thru everyday living skills.

Price: Paperback, $1.50; teacher's key, $2.50

Publisher: F. E. Richards

Subject Math

Title: Prime Numbers

Interest/Educational Level: 7-8

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheet, teacher's guide

Description: Defines use of prime numbers, factors and multiples.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Vector

Interest/Educational Level: 4-12

Reading Level:

Format: Game

Description: Game requires thought and logic.

Price: $5.98

Publisher: Cuisenaire Co. of America

Subject Math

Title: System for Success, 3rd Edition

Interest/Educational Level: 0-8

Reading Level:

Format: Books

Description: Book 1, beginning skills in reading, writing, spelling, math, etc.; Book 2, emphasizes reading comp., computation skills, spelling, etc.

Price: $2.76 each, text; $4.98, teacher's manual

Publisher: Follett

Subject Math

Title: Basic Mathematics, Set 1

Interest/Educational Level: 2-6

Reading Level:

Format: 10 cassettes

Description: Covers basic facts, combinations number facts, measurement, writing numerals, mult. by 10's & 100's, rounding numbers, estimating, problem solving.

Price: $69.95

Publisher: Educational Activities

Subject Math

Title: Basic Mathematics 1974 — Spirit Duplicating Mathematics Program

Interest/Educational Level: 7-9

Reading Level: 3 kits of 350 spirit masters each.

Format: Money applications, measurement, percents and work, making & reading graphs, consumer problems, perimeters, areas, volumes.

Price: $59.50 each

Publisher: Charles E. Merrill

Subject Math

Title: Beginning Math Concepts Learning Module

Interest/Educational Level: 2-6

Reading Level:

Format: Filmstrips, cassettes, guides, miniprints, number lines, games, shapes & colors, flash cards, geometric shapes, math lab books.

Description: Multi-media kit concerning fundamental mathematical concepts.

Price: $310.00 complete set

Publisher: Singer Society for Visual Education

Subject Math

Title: Basic Mathematics Modules

Interest/Educational Level: 7-9

Reading Level:

Format: 20 cassettes

Description: Covers whole numbers, fractions, decimals, percents, measures.

Price: $195.00

Publisher: Charles Merrill

Subject Math

Title: Using What You Know

Interest/Educational Level: 2-4

Reading Level: 2-4

Format: Teaching tape kit: 1 cassette, student response worksheet, teacher's guide

Description: Uses word arithmetic problems and helps student decide whether to use substraction or addition operation.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Calcumate

Interest/Educational Level: 4-9

Reading Level:

Format: A device

Description: Device to assist student with 2 digit borrowing.

Price: $3.50

Publisher: H & H Enterprises

Subject Math

Title: Tri-ominos

Interest/Educational Level: 4-12

Reading Level:

Format: Game

Description: Basic domino game with triangle piece.

Price: $4.50

Publisher: H. Walt Hauffe and Company

Subject Math

Title: Cross Number Puzzle Boxes

Interest/Educational Level: 4-8

Reading Level:

Format: Each kit contains 260 cross-number puzzle cards w/duplicates and teacher's guide

Description: Whole numbers, fractions, decimals, and percent, story problems.

Price: $30.99 ea., $.55 student record book

Publisher: SRA

Subject Math

Title: Diagnosis: An Instructional Aid

Interest/Educational Level: 1-4

Reading Level:

Format: Each kit contains 30 copies of 24 probes and survey tests. Prescription guide, teacher's guide, acetate overlay, answer keys, class progress wall chart

Description: "Probes" are exercises that pinpoint weaknesses in concept & skill attainment. Provides self scoring and learning objectives.

Price: Kit A, $40.00; Kit B, $45.35

Publisher: SRA

Subject Math

Title: Computates Modules 1-6

Interest/Educational Level: 4-8

Reading Level:

Format: 56 cassettes, worksheets, tests, teacher's guide

Description: Covers addition and subtraction, multiplication and division, fractions and computates.

Price: $380.00

Publisher: SRA

Subject Math

Title: I.D.E.A.S.

Interest/Educational Level: 3-8

Reading Level:

Format: 140 Spirit Masters

Description: Diagnostic testing program to test computational skills.

Price: $45.00

Publisher: Charles E. Merrill

Subject Math

Title: Cross Number Puzzles

Interest/Educational Level: 4-9

Reading Level:

Format: Puzzles

Description: 24 puzzles per box, multiplication, fractions, decimals, etc.

Price: $1.85 ea.

Publisher: Cole Supply

Subject Math

Title: Base Check

Interest/Educational Level: 4-12

Reading Level:

Format: Game

Description: A checkers game to teach multiplication in base 5 and 10.

Price: $5.00

Publisher: Ideal

Subject Math

Title: The Bucknell Mathematics Self-Study System I

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Independent self-study program for low math achievers.

Price:

Publisher: Webster/McGraw Hill

Subject Math

Title: Arithmetic Operational Tools Series

Interest/Educational Level: 3-8

Reading Level:

Format: 5 sets of cards

Description: Covers addition, subtraction, multiplication, division, and multiples & remainders.

Price: $2.25 each

Publisher: DLM

Subject Math

Title: Arithmetic — Step by Step — Kit B

Interest/Educational Level: 1-9

Reading Level:

Format: 300 liquid duplicating masters, teacher's guide

Description: 3 leveled units in counting place value, fractions, money, measures, graphs, decimals, percentages

Price: $59.50, teacher's guide $6.50

Publisher: Continental Press

Subject Math

Title: Arithmetic Fact Kit

Interest/Educational Level: 3-Adult

Reading Level:

Format: Arithmetic fact kit, student record book, teacher's guide

Description: Presents concepts and activities to master basic facts.

Price: Arithmetic fact kit, $59.30; Guide $.59; Student Record Book, $.51 ea.; Factpacer, $24.75

Publisher: SRA

Subject Math

Title: Arithmetic Quizmo

Interest/Educational Level: 1-6

Reading Level:

Format: 2 games: 1) add-subtract, 2) multiply-divide

Description: Lotto games in number combinations

Price: $3.00 each

Publisher: Cole Supply

Subject Math

Title: Arithmetic — Step by Step — Kit A

Interest/Educational Level: 1-6

Reading Level:

Format: 300 liquid duplicating masters, teacher's guide

Description: 10 units on counting, sets, relations, money, time, measures, calendar, geometric shapes, contains 3 leveled units & pretests.

Price: Duplicating masters, $59.50; teacher's guide, $6.50

Publisher: Continental Press

Subject Math

Title: Arithmetic Instructional Activities

Interest/Educational Level: 1-6

Reading Level:

Format: 2 books

Description: Workbooks with numerous activities which are interesting & motivational.

Price: $4.50 each

Publisher: Love

Subject Math

Title: Business System Series

Interest/Educational Level: 9-12

Reading Level:

Format: Paperbound books

Description: Created to help students learn basic office skills — each book introduces aspects of data processing.

Price: 30-60 cents each

Publisher: Fearon

Subject Math

Title: Systemathix 3-10

Interest/Educational Level: Secondary

Reading Level:

Format: Cards, placement tests, manipulators

Description: Remedial non-graded program in basic computational skills, contains low reading level silss cards; 5 levels including +, −, ×, regrouping, money, etc.

Price: $1.65 each

Publisher: Sadlier

Subject Math

Title: The Multiplier

Interest/Educational Level: 4-9

Reading Level:

Format: Special purpose computer

Description: Classroom computer that trains students in basic computational skills — the computer asks questions that students must answer at a totally random presentation.

Price: $249.50

Publisher: Centurion International Industries

Subject Math

Title: Applications in Math

Interest/Educational Level: Secondary

Reading Level:

Format: 2 courses (A & B), paperback books, duplicating materials

Description: General math series.

Price:

Publisher: Scott Foresmen

Subject Math

Title: Spectrum

Interest/Educational Level: Secondary

Reading Level:

Format: Workbooks

Description: Graded (3-8) supplementary series for students who need help in basic computational skills.

Price: $1.77-$2.04 each

Publisher: Laidlaw Brothers

Subject Math

Title: ADDO — Arithmetic Games

Interest/Educational Level: 2-6

Reading Level:

Format: Games

Description: Up to 36 players can play, highly motivating.

Price: $1.80

Publisher: Cole Supply

Subject Math

Title: Project Mathematics

Interest/Educational Level: k-6

Reading Level:

Format: 84 activity cards, 22 duplicating masters, 6 cut-out cards, teacher's guide, 16 paper back books, tests.

Description: Math concepts applied to real life situations.

Price: $30.00, Criterion-referenced kits, $18.00

Publisher: Winston Press

Subject Math

Title: 10-Adult

Interest/Educational Level: Book 1, 1.0-2.0; Book 2, 2.0-3.0

Reading Level:

Format:

Description: Interesting reading material and exercises includes exercises in number problems, money, measurement, etc. Especially useful with Spanish speaking students.

Price: $1.35 each

Publisher: Steck/Vaughn Co.

Subject Math

Title: Arithmetic Development Pak

Interest/Educational Level: 1-6

Reading Level:

Format: Workbooks, spirit masters

Description: Package of over 300 teaching ideas.

Price: $29.50

Publisher: Love

Subject Math

Title: Activities in Mathematics

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: 2 levels: 1) numbers, measurement, probability; 2) graphs, statistics, proportions, geometry.

Price:

Publisher: Scott Foresman

Subject Math

Title: Answer is . . . What's the Problem?

Interest/Educational Level: 2-5

Reading Level:

Format: 3 books

Description: Supplementary after learning basic facts.

Price: $4.75

Publisher: DLM

Subject Math

Title: Arithmetic Drill Cards

Interest/Educational Level: 2-6

Reading Level:

Format: 2 boxes (1 & 2) of 16 plastic coated cards each

Description: Box 1, arithmetic circles, squares, grouping numbers, open problems; Box 2, arithmetic T's, coded arithmetic, number families, shape arithmetic.

Price: $4.95 each

Publisher: Love

Subject Math

Title: Flannel Fractional Parts

Interest/Educational Level: 2-6

Reading Level:

Format: Flannel board set, teacher's guide

Description: Fractional parts made from flannel.

Price: $3.25

Publisher: Cole Supply

Subject Math

Title: Fractions as Easy as Pie

Interest/Educational Level: 2-6

Reading Level:

Format: Game

Description: Uses pies divided into fractions to teach concepts of fractions.

Price: $1.75

Publisher: Cole Supply

Subject Math

Title: Fraction Teaching & Testing Flash Cards

Interest/Educational Level: 4-9

Reading Level:

Format: 100 flash cards

Description: Covers all operations of fractions.

Price: $1.90

Publisher: Cole Supply

Subject Math

Title: Tangramath

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Covers concepts of physical shapes.

Price:

Publisher: Creative Publications

Subject Math

Title: Moving Up in Numbers Kit

Interest/Educational Level: 2-6

Reading Level:

Format: 140 lesson cards, award certificates

Description: Good individualized program that can be used as a supplemental or regular math program; highly motivational for slow learners.

Price: $16.00

Publisher: DLM

Subject Math

Title: Multifactor

Interest/Educational Level: 4-9

Reading Level:

Format: Device

Description: Self instruction program in multiplication tables.

Price: $5.50

Publisher: Cole Supply

Subject Math

Title: Multifacts Game

Interest/Educational Level: 1-9

Reading Level:

Format: 2 levels of 5 games each

Description: Various degrees of difficulty games in addition, subtraction, multiplication and division

Price: $17.00, addition and subtraction; $20.00, multiplication and addition

Publisher: W. Walk Hauffe and Co.

Subject Math

Title: More Ideas in Mathematics

Interest/Educational Level: 4-9

Reading Level:

Format: Super 8 mm film loops

Description: Covers simplifying addition, factors and multiplies, averages surface areas, maximum and minimum, shortcuts to problem solving, fractions, etc.

Price: $249.50 complete, $24.95 ea.

Publisher: Ealing

Subject Math

Title: Graded Difficulty Arithmetic Program

Interest/Educational Level: 1-8

Reading Level:

Format: 2 sets: set 1 has 200 prerecorded language master cards, usage manual, plastic storage box. Set 2 has 190 of the above.

Description: Set 1 sequential materials for addition and subtraction. Set 2 sequential materials for multiplication and division.

Price: Each set, $39.00

Publisher: Bell and Howell

Subject Math

Title: Improving Your Ability in Mathematics

Interest/Educational Level: Secondary

Reading Level:

Format: Duplicating masters

Description: Basic computation.

Price:

Publisher: Harcourt, Brace & Jovanovich

Subject Math

Title: I.D.E.A.S.

Interest/Educational Level: Secondary

Reading Level:

Format: Spirit Master

Description: Individually diagnosed error analysis system.

Price:

Publisher: Merrill Publishing

Subject Math

Title: Individualized Arithmetic Instruction

Interest/Educational Level: Secondary

Reading Level:

Format: Spirit Masters

Description: Multi-level arithmetic drill materials.

Price:

Publisher: Love

Subject Math

Title: Individualized Arithmetic Skills Development

Interest/Educational Level: 1-6

Reading Level:

Format: 40 spirit masters

Description: Includes drill sheets in measurement, geometric shapes, line arithmetic, number sequence, etc.

Price: $7.50

Publisher: Love

Subject Math

Title: Individualized Instruction in Mathematics

Interest/Educational Level: 4-12

Reading Level:

Format: Activity Cards

Description: Supplementary materials in basic operations: sets, fractions, whole numbers, percents, decimals.

Price: $49.50

Publisher: Houghton Mifflin

Subject Math

Title: Individualized Arithmetic Instruction, Arithmetic Drill Sheets

Interest/Educational Level: 2-6

Reading Level:

Format: Workbook

Description: Drill sheets (either in workbook or spirit masters) in arithmetic squares, grouping numbers, open problems, number families, etc.

Price: $3.50 workbook, $15.00, spirit masters

Publisher: Love

Subject Math

Title: Individualized Computational Skills

Interest/Educational Level: Secondary

Reading Level:

Format: Kit

Description: Diagnostic tests, drill & practice sheets in addition, sub., mult., & division: record keeping material pinpoint computation skills weaknesses and prescribes program.

Price: $179.85

Publisher: Houghton-Mifflin

Subject Math

Title: Swagger Up to the Bar Graph

Interest/Educational Level: 3-5

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets

Description: How to use vertical and horizontal bar graphs.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Glide Rule for Number Relation

Interest/Educational Level: 3-8

Reading Level:

Format: Number Line Device

Description: Clarifies add & sub. of positive numbers and position on number line.

Price:

Publisher: DLM

Subject Math

Title: Guidebook to Mathematics

Interest/Educational Level: 8-16

Reading Level: 6

Format: Book

Description: Remedial program that introduces math in a practical way that is useful to the student, skills include figuring interest rates budgets, bank account, etc.

Price: $1.59

Publisher: Economy Co.

Subject Math

Title: Imma Whiz: Arithmetic Games

Interest/Educational Level: 2-6

Reading Level:

Format: Games

Description: 1. addition and subtraction; 2. multiplication and addition.

Price: $1.80 ea.

Publisher: Cole Supply

Subject Math

Title: Graphing Around In A Circle

Interest/Educational Level: 2-4

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Teaches use of a circle graph and how it helps clarify information.

Price: $7.95

Publisher: Wollensak

Subject Math

Title: Pick A Dandyline Graph

Interest/Educational Level: 4-6

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Develops use and applications of a line graph.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Developing a Picture Graph

Interest/Educational Level: 2-4

Reading Level:

Format: Teaching tape kit: 1 cassette, teacher's guide, student response worksheet

Description: Introduces student to use of graph.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: How to Tell a Graph

Interest/Educational Level: 5-7

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Teaches usefulness of graph.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Multiplication of Decimals No. 2

Interest/Educational Level: 7-9

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Presents drill in multiplication of mixed decimals.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: New Math Wheels

Interest/Educational Level: 4-9

Reading Level:

Format: Teaching aid

Description: Usual illustrations of relationships between fractions, decimals, percentages and angular measurement.

Price: $7.00

Publisher: Cole Supply

Subject Math

Title: Multiplication of Decimals No. 1

Interest/Educational Level: 7-9

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Explains multiplication of decimals by whole numbers and common decimals.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: My Fraction Book

Interest/Educational Level: 4-9

Reading Level:

Format: Worktext

Description: Series of problems for learning fractions.

Price: $1.25

Publisher: Cole Supply

Subject Math

Title: Multo-Arithmetic Games

Interest/Educational Level: 4-9

Reading Level:

Format: Game

Description: Covers 100 multiplication combinations.

Price: $1.80

Publisher: Cole Supply

Subject Math

Title: Numble

Interest/Educational Level: 4-9

Reading Level:

Format: Game

Description: Cross-number game for 2-4 players providing practice in addition, subtraction, multiplication and division.

Price: $4.25

Publisher: H. Walt Hauffe and Co.

Subject Math

Title: Plus

Interest/Educational Level: 3-12

Reading Level: 3-8

Format: Teacher's guidebook

Description: Projects, games and activities to motivate math teaching. Math ideas to stimulate learning.

Price: $5.25, book; $5.25, masters

Publisher: Educational Service, Inc.

Subject Math

Title: Modern Math Fun Book

Interest/Educational Level: 4-8

Reading Level:

Format: Book

Description: Games and puzzles to challenge math skills.

Price: $3.95

Publisher: Cuisenaire Co. of America

Subject Math

Title: The Miller Brody Math Audio Response System

Interest/Educational Level: 3-8

Reading Level:

Format: Cassettes, teacher's guide

Description: Covers numbers and numeration, fraction concepts and computation, bases other than ten.

Price: Complete series, $579.00

Publisher: Miller Brody

Subject Math

Title: Multiplication Rock

Interest/Educational Level: 1-8

Reading Level:

Format: 11 color films (3 minutes each), teacher's guide

Description: Arithmetic presented in animated cartoons with original rock songs.

Price: $50.00

Publisher: Xerox Films

Subject Math

Title: Pacemaker Arithmetic Program

Interest/Educational Level: 2-6

Reading Level:

Format: Each level: teacher's manual, 126-184 student worksheets

Description: 5 levels: sequential math program for special students.

Price: $51.00-$57.00

Publisher: Fearon

Subject Math

Title: Non Graded Mathematics Topic Texts

Interest/Educational Level: 3-9

Reading Level:

Format: Spirit duplicating masters

Description: Base 10 system of counting. Addition of whole numbers, subt. of whole numbers, mult. of whole numbers, division of whole numbers. Understanding fractions operation of fractions. Decimals understanding and operations.

Price: $31.00 complete set, $4.25 ea.

Publisher: Charles E. Merrill

Subject Math

Title: Merrill Mathematics Skill Tapes

Interest/Educational Level: Secondary

Reading Level:

Format: Cassettes, Study Books

Description: Program covers whole numbers, fractions, decimals.

Price:

Publisher: Charles E. Merrill

Subject Math

Title: Math Tapes — Audio Tape Program

Interest/Educational Level: 7-9

Reading Level:

Format: 60 tapes, 2 teacher's guide

Description: Remedial practice in computational skills and mathematical systems: algebra, ratios & percents, numeration systems, geometry and problems solving.

Price: Reel format, $486.00; cassette format, $555.65

Publisher: SRA

Subject Math

Title: Merrill Modern Mathematics Workbook Series and Elementary Mathematics Spirit Duplicating Worksheets

Interest/Educational Level: 1-8

Reading Level:

Format: Workbooks, spirit duplicating worksheets (1A-6B) answer key

Description:

Price: Workbooks, $.75 ea.; spirit duplicating worksheets, $46.00; (1A-6B) answer key, $.25, spirit duplicating worksheets, $16.00 (7A-8B)

Publisher: Charles E. Merrill

Subject Math

Title: Merrill Mathematics Skill Tapes

Interest/Educational Level: 3-9

Reading Level:

Format: 40 cassettes, 10 each of 9 student study booklets, teacher's guide

Description: Topical organization of base 10 system of counting, addition. Subtraction, multiplication and division of whole numbers fractions.

Price: $325.00

Publisher: Charles E. Merrill

Subject Math

Title: Learning Skills Series: Arithmetic

Interest/Educational Level: 4-12

Reading Level:

Format: Books, teacher's manual, placement test

Description: For student with learning difficulties and provides for individualized instruction in a regular classroom.

Price: Teacher's manual, $3.96; test, $1.32; books, $2.97

Publisher: Webster/McGraw Hill

Subject Math

Title: Mastering Arithmetic Facts

Interest/Educational Level: 1-3

Reading Level:

Format: 20 cassettes, 10 each of 5 different study booklets, teacher's guide

Description: Individualized instruction program.

Price: $185.00

Publisher: Charles E. Merrill

Subject Math

Title: Math Baseball

Interest/Educational Level: 3-8

Reading Level:

Format: Game

Description: Self instruction and self checking game with learning basic facts. Can be played as a group or individually.

Price: $5.95

Publisher: Cole Supply

Subject Math

Title: Math Lab Card Games

Interest/Educational Level: 2-6

Reading Level:

Format: Games

Description: Games for small groups to practice concepts of attributes, pattern sequences, number and sets and fractions.

Price: $4.50

Publisher: Cole Supply

Subject Math

Title: Insight Into School Mathematics

Interest/Educational Level: 7-8

Reading Level:

Format: Text, teacher's edition, selected answers

Description: Stresses math thru use of it as a structured mathematical system to aid with problem solving.

Price: Text, $4.38; teacher's edition, $4.73; selected answers (10), $3.15

Publisher: SRA

Subject Math

Title: Kaleidoscope of Skills Arithmetic

Interest/Educational Level: 5-7

Reading Level:

Format: 4 books, teacher's guide

Description: Individualized program that is high-interest and motivational.

Price: Set of 4 books, $6.15; teacher's guide, $.35

Publisher: SRA

Subject Math

Title: Math Applications Kit

Interest/Educational Level: 4-8

Format: 270 activity cards, student handbook, almanac, 10 reference cards, teacher's handbook

Description: Problem investigation using elem. math in areas: science, social studies, sports, and games, everyday things, occupations.

Price: $58.85

Publisher: SRA

Subject Math

Title: Least Common Multiple

Interest/Educational Level: 6-9

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Concept of multiple, common multiple and least common multiple.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Nifty Fractions-Decimals-Percent Practice Board Math

Interest/Educational Level: 4-9

Reading Level:

Format: Magnetic board, teacher's guide, 40 student worksheets

Description: Shows equivalency of fractions, decimals and percents.

Price: $10.95

Publisher: Cole Supply

Subject Math

Title: Division of Decimals

Interest/Educational Level: 7-9

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Division problems, zero annexing and division problems explained as fractions.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Fractions and Fractional Numbers/A Self Instructional, Multi-sensory Approach

Interest/Educational Level: 4-9

Reading Level:

Format: 10 cassette tapes, fractional discs, plastic trays, 10 packs of 72 response sheets per lesson

Description: Teaches through auditory, visual and kinesthetic modalities to reinforce fraction concepts.

Price: $60.00

Publisher: Cole Supply

Subject Math

Title: Fraction Mastery Programs

Interest/Educational Level: 4-9

Reading Level:

Format: Set 1: 199 pre-recorded language master cards, usage manual, storage box. Set 2: 200 pre-recorded language master cards, usage manual, storage box

Description: Set 1: add and sub. of like fractions, relationship of equivalence of 2 fractions. Set 2: sub. of like fractions & unlike fractions.

Price: $55.00

Publisher: Bell and Howell

Subject Math

Title: Percent: Finding the Base

Interest/Educational Level: 7-9

Reading Level:

Format: teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Word problems involving percent in order to identify the base from which a solution may be derived.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Rounding Off: Decimals

Interest/Educational Level: 5-7

Reading Format:

Format: Uses number line for general procedure for rounding off decimal fractions

Description: Teaching tape kit: One cassette, student response worksheets, teacher's guide.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Rounding Off: Fractions to Whole Numbers

Interest/Educational Level: 5-7

Reading Level:

Format: Teaching tape kit: One cassette, student response worksheets, teacher's guide

Description: Uses the number line to changing common fractions to equal fractions of a different denominator.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Percent: One Number of Another

Interest/Educational Level: 7-9

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Reviews decimal to percent conversion.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Subtraction of Decimals No. 2

Interest/Educational Level: 7-9

Reading Level:

Format: Teaching tape kit: One cassette, student response worksheet, teacher's guide

Description: Develops skills in subtracting decimals and checking for accuracy.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Fractions

Interest/Educational Level: Secondary

Reading Level:

Format: Books

Description: Adolescent designed materials which can be used as a supplementary or total program.

Price:

Publisher: Ann Arbor Publishers

Subject Math

Title: Heath Mathematics

Interest/Educational Level: Secondary

Reading Level:

Format: Books, teacher guide, tests, packets, folders, activity kits, answer books, worksheets.

Description: 8 levels of a complete math program which develops basic skills and fundamental math concepts.

Price:

Publisher: Heath

Subject Math

Title: Map Skills for Today

Interest/Educational Level: Secondary

Reading Level: 2-6

Format: Books

Description: Helps students use maps as learning tools by providing map terminology, symbols and other map skills.

Price: $.45 each

Publisher: Xerox

Subject Math

Title: Fraction Discs

Interest/Educational Level: 2-6

Reading Level:

Format: 2 plastic trays with fraction pieces

Description: Color coded cardboard discs in /2, /1, /3, /4, /5, /6, /8.

Price: $3.25

Publisher: Cole Supply

Subject Math

Title: TUF

Interest/Educational Level:

Reading Level:

Format: Game

Description: Helps reinforce basic operations, fractions and different bases.

Price: $8.95

Publisher: Cuisenaire Co. of America

Subject Math

Title: Understanding Decimals

Interest/Educational Level: 7-9

Reading Level:

Format: Place value for whole numbers and decimals

Description: Teaching tape kit: One cassette, student response worksheets, teacher's guide.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Subtraction of Decimals No. 1

Interest/Educational Level: 7-9

Reading Level:

Format: Teaching tape kit: One cassette, student response worksheets, teacher's guide.

Description: Presentation of procedure for subtracting simple decimals and checking results through conversion.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Tables & Graphs

Interest/Educational Level: Secondary

Reading Level: 3-6

Format: Books

Description: A sequential program for learning to communicate ideas and info. with tables and graphs.

Price: $.45 each

Publisher: Xerox

Subject Math

Title: Building Concepts in Mathematics

Interest/Educational Level: 4-9

Reading Level:

Format: 6 filmstrips

Description: filmstrip set

Price: $42.00-$7.00 each

Publisher: Educational Activities

Subject Math

Title: Mathematics: Modern Concepts & Skills

Interest/Educational Level: Secondary

Reading Level:

Format: Texts, teacher guide, worksheets, tests

Description: Basal math program designed for students having problems in math, computational skills, geometry, measurement, fractions, equations.

Price:

Publisher: Heath

Subject Math

Title: Aftermath Series

Interest/Educational Level: Secondary

Reading Level:

Format: Books, duplicating masters

Description: Practice enrichment books designed to reinforce the regular curriculum containing cartoons, humor designs, puzzles, codes and games.

Price: Books, $4.50 each; dup-masters, $7.95 each

Publisher: Creative Publications

Subject Math

Title: Powers of Ten

Interest/Educational Level: Secondary

Reading Level:

Format: Kit

Description: Kit containing rods, graph paper and litre box. Cubic centimetre solids for investigating place value, base ten and metric measurement

Price: $48.50

Publisher: Cuisenaire Co. of America

Subject Math

Title: Changing Fractions to Percents

Interest/Educational Level: K-9

Reading Level:

Format: Teaching tape kit, 1 cassette, student response worksheets, teacher's guide

Description: Step by step process explaining conversion of fractions to decimals and percents.

Price:

Publisher: Wollensak

Subject Math

Title: Math Study Scope

Interest/Educational Level: Secondary

Reading Level:

Format: Plastic cylinders containing questions and answers

Description: Program designed for students with a short attention span. 3 programs — primary, intermediate, and math facts in individualized drill supplementing basic math skills.

Price: $357.00 complete set

Publisher: Benefic Press

Subject Math

Title: Cuisenaire Rods, Classroom Kit

Interest/Educational Level: k/9

Reading Level:

Format: 24 student set of rods, teacher's guide, worksheets, filmstrips

Description: Manipulative aid for modeling math concepts using color and length: carindal & ordinal numbers, complements, factors, division, fractions, nonfactors, permutations.

Price: $81.00

Publisher: Cuisenaire Co. of America

Subject Math

Title: Cues and Signals in Math I & II

Interest/Educational Level: Secondary

Reading Level:

Format: 2 books

Description: Supplementary math program in number tracking for visual training and training in reading and math concepts.

Price:

Publisher: Ann Arbor Publishers

Subject Math

Title: Tangle Table

Interest/Educational Level: Secondary

Reading Level:

Format: Worksheets

Description: Remedial math in computation skills in addition and multiplication.

Price:

Publisher: Creative Publications

Subject Math

Title: Metric Tasks

Interest/Educational Level: Secondary

Reading Level:

Format: Task cards

Description: An assortment of task cards designed to help students think metric including skills in measurement, skills and fun problems that can be used individually or as a class project.

Price: $6.50

Publisher: Love

Subject Math

Title: Michigan Arithmetic Program

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Can be used individually or in a group — uses games, listening, etc. Develops speed, accuracy and understanding in basic math skills.

Price:

Publisher: Ann Arbor Publishers

Subject Math

Title: Programmed Mathematics Series II

Interest/Educational Level: Secondary

Reading Level:

Format: Books

Description: Individualized programmed books for reluctant readers.

Price:

Publisher: Webster/McGraw Hill

Subject Math

Title: Problem Solving: Parts of a Problem

Interest/Educational Level: 4-7

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, 1 teacher's guide

Description: The learner is led to recognize the important parts of a problem.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Problem Solving: Too Much Information

Interest/Educational Level: 4-7

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Teaches student to isolate facts needed to solve problem.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Problem Solving: Steps to Be Followed

Interest/Educational Level: 4-7

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: 8 steps to finding a solution to a problem.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Introductory Geometry

Interest/Educational Level: 6-9

Reading Level:

Format: 10 workbooks, cassette album, 10 ruler-protractors, 10 grids and answer key

Description: Introduces basic geometry thru use of multi-media materials.

Price: $99.00

Publisher: Charles Merrill

Subject Math

Title: Cuisenaire Add-A-Boards

Interest/Educational Level: K-9

Reading Level:

Format: Set of 12

Description: Use with teaching spatial relationships.

Price: $16.95

Publisher: Cuisenaire Co. of America

Subject Math

Title: Factor Bars

Interest/Educational Level: 3-6

Reading Level:

Format: Slide rule

Description: Motivates working with mult. and div. and finding factors.

Price: $2.75

Publisher: DLM

Subject Math

Title: Math Facts Games Multiplication Dvision

Reading Level: 4-9

Reading Level:

Format: 5 games

Description: Designed to drill multiplication and division facts.

Price:

Publisher: Cole Supply

Subject Math

Title: Mathematics Structure and Skills

Interest/Educational Level: 7-9

Reading Level:

Format: 3 levels; grades 7, 8, 9

Description: For slow learners in 7, 8, 9, easy to read.

Price: Student test, $4.49; workbook, $1.17; selected answers, $3.15; teacher's edition, $4.71; teacher's edition, $1.20

Publisher: SRA

Subject Math

Title: Math Games

Interest/Educational Level: 2-9

Reading Level:

Format: Overhead transparencies, 10 spirit masters

Description: For teaching computational skills and geometric properties.

Price: $45.00

Publisher: Scott Education

Subject Math

Title: Mathematics One and Two, Discovery & Practice

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Basic operations, algebra, geometry, and trigonometry.

Price:

Publisher: Hartcourt, Brace & Jovanovich

Subject Math

Title: Math Lab

Interest/Educational Level: Secondary

Reading Level:

Format: Cards

Description: A variety of mastery activities.

Price:

Publisher: Benefic Press

Subject Math

Title: Getting a Line on Mathematics

Interest/Educational Level: 6-12

Reading Level:

Format: Book

Description: 13 charts that introduce nomographs containing specific instructions and examples.

Price:

Publisher: Cuisenaire Co. of America

Subject Math

Title: Arithmetricks

Interest/Educational Level: 1-4

Reading Level:

Format: 12 cassettes, response books, teacher's guide

Description: Program which works with basic math concepts in imaginary situations.

Price: $102.00

Publisher: Coronet

Subject Math

Title: Cuisenaire Rods, Student Activity Cards

Interest/Educational Level: K-9

Reading Level:

Format: Set of cards

Description: Used to accompany Cuisenaire rods, covers topics in matching rods, stories about rods, geometric investigations. Samples of rods, measuring lengths, factors and multiples and fun problems.

Price: $11.95

Publisher: Cuisenaire Co. of America

Subject Math

Title: Arithmetic That We Need

Interest/Educational Level: 1-6

Reading Level:

Format: 64 page book, teacher's key

Description: Special ed. designed material containing practical mathematical info.

Price: $1.50, book; $2.50, teacher's key

Publisher: F. E. Richards

Subject Math

Title: Problem Solving: Enough Information?

Interest/Educational Level: 4-7

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Teaches student to recognize facts needed in order to solve a problem.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Scott Geoboards

Interest/Educational Level: Secondary

Reading Level:

Format: Geoboards, cards

Description:

Price:

Publisher: Creative Publications

Subject Math

Title: FOO (Functional Order of Operation)

Interest/Educational Level: 4-12

Reading Level:

Format: game: 78 playing cards, 4 playing frames

Description: Teacher's priority that must be followed when solving a numerical expression.

Price: $4.95

Publisher: Cuisenaire Company of America

Subject Math

Title: Geoboard Classroom Kits

Interest/Educational Level: K-12

Reading Level:

Format: 30 student boards, 144 activity cards, teacher's manual

Description: Teaches construction of figures and use in developing geometric concept of perimeter, area, volume.

Price: $4.00

Publisher: Cuisenaire Co. of America

Subject Math

Title: Introduction to Percent

Interest/Educational Level: 7-9

Reading Level:

Format: Teaching tape kit: 1 cassette, student response worksheets, teacher's guide

Description: Teaches learner use of percent.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Subtraction: Experimenting with Numbers

Interest/Educational Level: 2-7

Reading Level:

Format: 1 cassette, teacher's guide, duplicating master

Description: Develops subtraction skills.

Price: $12.50

Publisher: Colonial Films

Subject Math

Title: Rounding Off: Whole Numbers

Interest/Educational Level: 5-7

Reading Level:

Format: Teaching tape kit: One cassette, student response worksheets, teacher's guide.

Description: Covers use of the number line in rounding off whole numbers in tens, hundreds, thousands.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Rounding Off: Fractions to Fractions

Interest/Educational Level: 5-7

Reading Level:

Format: Teaching tape kit: One cassette, student response worksheets, teacher's guide

Description: Uses the number line of rounding off a fraction of one denominator to another denominator.

Price: $9.95

Publisher: Wollensak

Subject Math

Title: Subtraction: Experimenting with Numbers

Interest/Educational Level: 2-7

Reading Level:

Format: 1 cassette, teacher's guide, duplicating master

Description: Develops subtraction skills.

Price: $12.50

Publisher: Colonial Films

Subject Math

Title: Subtraction: Take Away Games

Interest/Educational Level: 2-7

Reading Level:

Format: 1 cassette, teacher's guide, duplicating master

Description: Games to teach subtraction skills involving "take away" tokens.

Price: $12.50

Publisher: Colonial Films

Subject Math

Title: Sullivan Programmed Mathematics Program

Interest/Educational Level: 4-9

Reading Level:

Format: Worktexts, teacher's manual, placement test

Description: Covers computation of whole numbers, fractions, decimals, percents.

Price: Placement exam, $.49; worktexts, $1.99; each or 37 for $41.19; teacher's manual, $2.99

Publisher: Behavioral Research Laboratories

Subject Math

Title: Sullivan Mathematics Laboratory

Interest/Educational Level: 3-8

Reading Level:

Format: Series

Description: Program does not involve written words. Good for non-readers and non-English speaking.

Price: $9.95

Publisher: Behavioral Research Laboratories

Subject Math

Title: Roll and Read Problem Maker

Interest/Educational Level: 1-6

Reading Level:

Format: Problem maker device manual

Description: Motivational device for learning math processes.

Price: $3.50

Publisher: DLM

Subject Math

Title: Shortcut

Interest/Educational Level: 2-6

Reading Level:

Format: Game

Description: Multi-purpose game board.

Price: $6.50

Publisher: DLM

Subject Math

Title: Self-Instructional Number Wheels

Interest/Educational Level: 1-4

Reading Level:

Format: 2 kits (20 wheels each)

Description: Addition-subtraction number wheels, multiplication-division number wheels.

Price: $3.50 each

Publisher: Cole Supply

Subject Math

Title: Richard Petty Pit Stop Math Game

Interest/Educational Level: 1-6

Reading Level:

Format: 3 cassettes, gameboard, game card sets, dice, playing pieces, timer rules, drills with teacher's guide

Description: High interest math game.

Price: $32.00

Publisher: Classroom World

Subject Math

Title: Situational Math

Interest/Educational Level: 3-6

Reading Level:

Format: Each series: 6 sound filmstrips; 1 scope and sequence chart; teacher's guide

Description: Lab 1: Addition and subtraction without regrouping; Lab 2: Addition and subtraction with regrouping; Lab 3: Multiplication and division; Lab 4: Multiplication and division, advanced; Lab 5: Fractions, money, measurement.

Price: $329.95, above each $69.50

Publisher: Knowledge Aid

Subject Math

Title: Skill Modes in Mathematics

Interest/Educational Level: 4-12

Reading Level:

Format: Skill cards, stop-and-think cards, practice cards, teacher's guide

Description: Level 1, grade 4; Level 2, grade 5; Level 3, grade 6.

Price: $72.50 per level, student record book $.50

Publisher: SRA

Subject Consumer Ed.

Title: Accent/Consumer Education

Interest/Educational Level: Secondary

Reading Level: 7-9

Format: Paperback booklets

Description: This is a realistic consumer education series to teach students to handle their money and other assets.

Price: $1.29 each

Publisher: Follett

Subject Consumer Ed.

Title: Consumer at Large

Interest/Educational Level: Secondary

Reading Level:

Format: 6 filmstrips with cassettes or tapes

Description: Helps educate students in consumer buying.

Price: $58.00, record set; $73.00, tape set

Publisher: Coronet-Melton

Subject Consumer Ed.

Title: Consumer Education Mini Units

Interest/Educational Level: Secondary

Reading Level:

Format: 40 copies of 4 page booklet transparency

Description: Nine Commandments for Smart Shoppers, Here's How to Spend Less for Food, etc.

Price: $12.00 each

Publisher: Changing Times Education Service

Subject Consumer Ed.

Title: Consumer Related Mathematics

Interest/Educational Level: Secondary

Reading Level:

Format: Work units, tests

Description: Individualized study units in mathematics.

Price:

Publisher: Holt, Rinehart & Winston

Subject Consumer Ed.

Title: Consumer Education Multimedia Kits

Interest/Educational Level: 9-12

Reading Level:

Format: 30 copies of each, 2-4 books, charts, student files, transparencies, resource list, games, etc.

Description: Money Management, The Market Place, Consumer Law, Insurance, Saving, Investing, Housing

Price: $49.50-$79.50

Publisher: Changing Times Education Services

Subject Consumer Ed.

Title: Consumer Education: Simulation Games

Interest/Educational Level: 9-12

Reading Level:

Format: Games

Description: Budgeting game, swindle, consumer redress, share the risk, invest, househunt.

Price: $8.95 each

Publisher: Changing Times Education Service

Subject Consumer Ed.

Title: Installment Buying

Interest/Educational Level: Secondary

Reading Level:

Format: 11 min b/w film

Description: Discusses need and use of installment credit.

Price:

Publisher: Media Services & Captioned Films

Subject Consumer Ed.

Title: Why Budget

Interest/Educational Level: Secondary

Reading Level:

Format: Film

Description: Explains importance and how to set up a budget captioned for the deaf.

Price:

Publisher: Media Services and Captioned Films

Subject Consumer Ed.

Title: Consumer Education Sound Filmstrip Kit

Interest/Educational Level: 9-12

Reading Level:

Format: filmstrip with record or cassette

Description: Topics cover cards, credit, shopping, etc.

Price: cassette set, $47.50; record set, $43.00

Publisher: Changing Times Education Service

Subject Consumer Ed.

Title: Consumer Sense Tapes

Interest/Educational Level: 7-12

Reading Level:

Format: 10 cassettes, 30 student response books, teacher's manual

Description: Provides information on budgets, credits, savings, investing, etc.

Price: $89.00

Publisher: Coronet-Melton

Subject Composition

Title: Composition in Action

Interest/Educational Level: Secondary

Reading Level:

Format: Workbooks

Description: These workbooks are used for teaching composition techniques

Price:

Publisher: SRA

Subject Composition

Title: Writing Aids Through the Grades

Interest/Educational Level:

Reading Level: Secondary

Format: Paperback

Description: 186 ideas to aid the teacher in teaching writing.

Price: $2.25

Publisher: Teacher's College Press

Subject Composition

Title: Writing — Lessons in Composition

Interest/Educational Level: Secondary

Reading Level: 6th grade

Format: Units

Description: Self-contained units built around a progressive development of writing skills.

Price:

Publisher: Ginn & Co.

Subject Composition

Title: The Write Thing

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Multi-media materials to stimulate composition

Price:

Publisher: Houghton-Mifflin

Subject English

Title: English That We Need and More English That We Need

Interest/Educational Level: Secondary

Reading Level:

Format: Paperback books

Description: Covers grammar skills, homonyms, the alphabet, contractions, punctuation marks, abbreviations, etc.

Price: $1.75

Publisher: Frank E. Richards

Subject English

Title: English Workshop

Interest/Educational Level: 9-12

Reading Level:

Format:

Description: Series in English emphasizing grammar, sentence sense, mechanics, usage, vocabulary, spelling composition, etc.

Price:

Publisher: Silver Burdett

Subject Creative Writing

Title: Write Now!

Interest/Educational Level: 8-12

Reading Level:

Format: Softbound text

Description: Minimal reading that stresses creative writing — descriptive phrases, sentences, paragraphs, stories, poems, plays, etc.

Price: $2.25

Publisher: Globe Book Co.

Subject Creative Writing

Title: Imagine and Write

Interest/Educational Level: Secondary

Reading Level: 2-6

Format: 5 booklets

Description: Helps students develop a vocabulary for description in writing.

Price: $.40 each

Publisher: Xerox

Subject English

Title: New Streamlined English

Interest/Educational Level: 7-adults

Reading Level: K-7

Format:

Description: Phonic and reading program plus English

Price:

Publisher: New Readers Press

Subject English

Title: Now Age Series

Interest/Educational Level: 9-Adult

Reading Level: 3.5-4.5

Format:

Description: Approx. 30 classics

Price:

Publisher: Pendulum Press

Subject English

Title: Guide Book to Better English

Interest/Educational Level: 4-12

Reading Level: 4-7

Format: 4 books, levels I-Iv

Description: Remedial English program that is high interest low vocabulary.

Price:

Publisher: Economy Co.

Subject English

Title: Play It Cool in English

Interest/Educational Level: Secondary

Reading Level: 4-6

Format: Workbooks

Description: Practice in English, language activities.

Price:

Publisher: Follett

Subject English

Title: Using English

Interest/Educational Level: Secondary-Adult

Reading Level: 3-4

Format: Workbook

Description: Provides study in verbs, capitals, sentence structure and other fundamentals.

Price: $1.35

Publisher: Steck Vaughn Co.

Subject English

Title: Understanding English

Interest/Educational Level: Secondary

Reading Level:

Format: Worktext

Description: Basic comprehensive worktext designed to teach English language mechanics and usage.

Price:

Publisher: Frank E. Richards

Subject English

Title: Pathways to the World of English

Interest/Educational Level: Jr. & Sr. High

Reading Level: 5.0-5.4

Format: Hardbound or paperback books, teacher's guide

Description: This is an integrated language arts program for slow learners — skills in grammer, use age, mechanics, reading, writing, etc.

Price:

Publisher: Globe Book Co.

Subject Handwriting

Title: Total Communication

Reading Level:

Format: Workbook

Description: Supplementary program.

Price:

Publisher: Mafex

Subject Handwriting

Interest/Educational

Subject Handwriting

Title: Writing Our Language

Interest/Educational Level: 4-12

Reading Level:

Format: Workbooks

Description: This series stresses skills, handwriting legibility, and proofreading.

Price:

Publisher: Scott Foresman

Subject Handwriting

Title: Learning About Writing

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: 2 levels — covers cursive and manuscript handwriting.

Price:

Publisher: Frank E. Richards

Subject Handwriting

Title: The Language and Study Skills Program

Interest/Educational Level: Secondary

Reading Level:

Format: Handwriting masters

Description: 40 self teaching lessons in remedial handwriting.

Price:

Publisher: Continental Press

Subject Handwriting

Title: Handwriting with Write and See

Interest/Educational Level: 0-12

Reading Level:

Format:

Description: Programmed individualized approach to handwriting.

Price:

Publisher: Lyons and Carnahan

Subject Handwriting

Title: Color Sequence Perception Strips

Interest/Educational Level: 0-12

Reading Level:

Format: Manuscript cards, transition cards

Description: Aids student in visual letter forms.

Price:

Publisher: Zaner-Bloser Co.

Subject Handwriting

Title: Total Communication

Interest/Educational Level: 0-12

Reading Level:

Format: Workbook

Description: Supplementary program.

Price:

Publisher: Mafex

Subject Handwriting

Title: Alphabet Guide Charts and Peek Thru Overlaps

Interest/Educational Level: 0-12

Reading Level:

Format:

Description: Step-by-step instruction in letter formation.

Price:

Publisher: Zaner Bloser Co.

Subject Handwriting

Title: Alphabet Practice Cards

Interest/Educational Level: 0-12

Reading Level:

Format: Plastic laminated cards

Description: Perceptual oriented material to improve letter forms.

Price:

Publisher: J. L. Hammett

Subject Reading

Title: Target Today

Interest/Educational Level: 4-12

Reading Level: 1.9-4.9

Format: Placement tests, 4 teacher's guides, 4 books, 4 activity books

Description: Multi-ethnic, big city reading series. Comes in large print, strengthens comprehension skills, skills in phoneme, etc.

Price:

Publisher: Benefic Press

Subject Reading

Title: Tempo Series

Interest/Educational Level: Jr. & Sr. High

Reading Level: 3.8

Format: An anthology, a workbook, a teacher's guide; 4 sets each

Description: High interest materials designed to inspire the reluctant reader.

Price:

Publisher: MacMillan

Subject Reading

Title: Trouble Shooter Program

Interest/Educational Level: Secondary

Reading Level:

Format: Consumable workbooks

Description: Nongraded basic language skills program for students who require remedial work in English.

Price: $7.89, student workbook; $8.79, teacher's edition

Publisher: Houghton Mifflin

Subject Reading

Title: Sprint

Interest/Educational Level: Secondary

Reading Level: 4.6-6.0

Format: Consumable books

Description: Skills in comprehension, efficiency, speed, breaking vocalization, establishing a purpose in reading, finding character viewpoint.

Price: $9.00

Publisher: Scholastic Book Service

Subject Reading

Title: Vocabulary Builder — Sets I, II, III

Interest/Educational Level: 4-12

Reading Level:

Format: 200 pre-recorded cards for each set

Description: Each set contains words to be learned. Definition correct pronounciation to be used with the language master.

Price:

Publisher: Bell and Howell

Subject Reading

Title: Spotlight

Interest/Educational Level: Secondary

Reading Level: 4-6

Format: Paperback workbooks

Description: Highly appealing stories for secondary students reading 2-4 years below grade leve.

Price: $.90

Publisher: Scholastic Book Service

Subject Reading

Title: Target Books

Interest/Educational Level: 5-12

Reading Level: 3-4

Format: 5 books

Description: These books have been designed for the reluctant readers — stories are tall tales, picture histories and current events.

Price:

Publisher: Garrard Publishing

Subject Reading

Title: Wildlife Adventure Series

Interest/Educational Level: 4-7

Reading Level: 2.6-4.4

Format: 8 books, 1 teacher's manual

Description: Appealing stories about man and his relationship with animals. Reading skills are built through comprehensive exercises.

Price:

Publisher: Field Educational pub. inc.

Subject Reading

Title: Videostar Series

Interest/Educational Level: 7-12

Reading Level:

Format: Books

Description: Stories about favorite television characters: Columbo, Archie Bunker, etc.

Price:

Publisher: Hertzberg — New Method

Subject Reading

Title: Vocabulary Educational Systems-Series W, X, Y

Interest/Educational Level:

Reading Level: W (5.0,6.0) X (7.0) Y (8.0)

Format: 4 filmstrips, 2 records, progress cards, reading panel

Description: Individualized system to be used with audio equipment.

Price:

Publisher: Dorsett Education Systems

Subject Reading

Title: Turning Point

Interest/Educational Level: Secondary

Reading Level:

Format: 10 books (16 stories), teacher's guide, 62 duplicating masters

Description: This program was developed for students with marginal reading skills and structured for classroom silent reading.

Price: $87.60, Turning Point; $21.00, Activity Program Masters; $2.04, Teacher's Guide

Publisher: McCormick-Mathers Pub. Co.

Subject Reading

Title: Venture: A Reading Incentive Program

Interest/Educational Level: Secondary

Reading Level: 4.0-6.5

Format: Books, filmstrips, cassettes, teacher's guide

Description: High interest action packed stories about sports that assist in raising reader's self awareness.

Price: $139.50 per program

Publisher: Follett

Subject Reading

Title: Working with Word Patterns

Interest/Educational Level: 10-Adult

Reading Level: 2-3

Format: Worktext

Description: Builds upon structures of words and sentences and gives lessons in simple economics.

Price: $1.35

Publisher: Steck-Vaughn Co.

Subject Reading

Title: Working with Words

Interest/Educational Level: 10 - adult

Reading Level: 1-2

Format: Worktext

Description: Basic language skills good for students learning English as a Second Language taught through oral and visual practice in letter. Word and sentence patterns.

Price: $1.35

Publisher: Steck-Vaugn Co.

Subject Reading

Title: World of Adventure Series

Interest/Educational Level: 4-9

Reading Level: 2-4

Format: 75 books, teacher's guide, activity book

Description: Supplementary program that builds and reviews basic vocabulary and helps develop interpretive reading skills.

Price: $2.40 each, teacher's guide $1.80, activity book $.69

Publisher: Benefic Press

Subject Reading

Title: Words and Phrases

Interest/Educational Level:

Reading Level: 4-8

Format: Filmstrips, worksheets

Description: Tachistoscope materials, stresses attention and visual memory.

Price:

Publisher: Psychotechnics

Subject Reading

Title: Newslab Kit I

Interest/Educational Level: Secondary

Reading Level:

Format: Activity cards, teacher guide

Description: Supplementary material designed to aid students in reading and interpretation of a newspaper.

Price: $75.00 complete kit

Publisher: SRA

Subject Reading

Title: Real Stories — Book 1-2 and A

Interest/Educational Level: Secondary

Reading Level: 2-3

Format: Books, teacher's guide

Description: Low reading level stories from newspapers and magazines that stress vocabulary and composition.

Price:

Publisher: Globe Book Co.

Subject Reading

Title: Newslab Kit II

Interest/Educational Level: Secondary

Reading Level:

Format: Activity cards, teacher's guide

Description: Supplementary kit that offers more advanced skill development than Newslab I — activities relate to other curriculum areas in Math, Science, etc.

Price: $75.00

Publisher: SRA

Subject Reading

Title: Scope

Interest/Educational Level: Secondary

Reading Level: 4-6

Format: Magazine

Description: Weekly news magazine

Price:

Publisher: Scholastic

Subject Reading

Title: Word Puzzles and Mysteries

Interest/Educational Level: Secondary

Reading Level: 4.0-6.0

Format: Paperback exercise book

Description: Contains crossword puzzles and word games to develop vocabulary and reinforce spelling.

Price: $.90 each

Publisher: Scholastic Book Service

Subject Reading

Title: How to Read

Interest/Educational Level: Secondary

Reading Level: 6 filmstrips (color)

Format: 6 filmstrips (color) & 3 cassettes

Description: Describe techniques students must use to cope with variety of heavy reading demands confronting them.

Price:

Publisher: Eyegate Instructional Materials

Subject Reading

Title: Women Who Win I, II, III

Interest/Educational Level: 4-12 grades

Reading Level: 5.0

Format: Paperback books, read-along cassettes and teacher's guide with duplicating masters

Description: Supplemental or free reading kit with books describing the background and highlights in careers of Olympic champions and record-breaking scores.

Price: $52.00 per series, $2.95 paperback, $4.95 hardback

Publisher: EMC Corp.

Subject Reading

Title: Young Adventure Series

Interest/Educational Level:

Reading Level: 4.0-6.0

Format: 6 books (2 copies of each)

Description: Exciting stories about contemporary topics which can be used for independent reading.

Price:

Publisher: Bowmar

Subject Reading

Title: Developmental Reading Series

Interest/Educational Level: 7-12

Reading Level: 5-9

Format: Worktexts

Description: Brief reading selections designed for underachievers with emphasis in comprehension and word recognition areas.

Price:

Publisher: Bobbs-Merrill Co.

Subject Reading

Title: Teenage Tales

Interest/Educational Level: 6-12

Reading Level: 3-5

Format: 9 books

Description: Basal or remedial series designed for secondary students.

Price: $3.90

Publisher: D. C. Heath

Subject Reading

Title: Guidebook to Better Reading

Interest/Educational Level: Secondary

Reading Level: 2-6

Format: Books

Description: Structured lessons that develop skills in associating sounds with letters, phonics and word analysis and evaluative exercises and review exercises included.

Price: $1.05 per title, guidebook to better reading, $1.80; teacher's guide, $1.80

Publisher: Economy Co.

Subject Reading

Title: Edmark Reading Program

Interest/Educational Level: Secondary

Reading Level:

Format: Kit

Description: Teaches 150 word vocabulary, comprehension and word usage in 4 kinds of lessons. Strong sight word approach.

Price:

Publisher: Edmark Associates

Subject Reading

Title: Remedial Reading

Interest/Educational Level: Secondary

Reading Level:

Format: Boxed materials

Description: Multi-leveled remedial reading materials utilizing decoding and synthetic approach to correct reading weaknesses.

Price:

Publisher: Modern Curriculum Press

Subject Reading

Title: Simplified Classics

Interest/Educational Level: 8-12

Reading Level: 4-6

Format: 25 books

Description: Classics and modern stories with a low reading level including: Lorna Doone, Huckleberry Finn, The Call of The Wild

Price: $3.00-$4.00 each

Publisher: Scott, Foresman & Co.

Subject Reading

Title: Reading Incentive Language Program

Interest/Educational Level: 3-12

Reading Level: 3.0-5.0

Format: 20 kits, 10 books, 1 filmstrip, 1 cassette, 1 teacher guide per kit

Description: Low vocabulary — high interest supplementary materials that provide sequential skill development. Very interesting to boys, subjects cover: dune buggies, drag racing, etc.

Price:

Publisher: Bowmar

Subject Reading

Title: Reading Essential Series

Interest/Educational Level: Secondary

Reading Level: 1-8

Format:

Description: Supplemental and remedial reading program which sequentially teaches basic reading skills designed for individual work.

Price: $1.59 per title and teacher's edition

Publisher: Steck-Vaughn

Subject Reading

Title: Scope/Visuals

Interest/Educational Level: 4.0-6.0

Reading Level:

Format: Spirit masters and transparencies

Description: These kits can be used as individualized or small group instruction, to develop reading and language skills.

Price: $5.50 per title

Publisher: Scholastic Book Service

Subject Reading

Title: Reluctant Reader Libraries

Interest/Educational Level: 7-12

Reading Level: 3-8

Format: 40 books, teacher's guide

Description: 4 libraries for free reading, discussions and projects, high-interest, low vocabulary materials.

Price: $39.93 each

Publisher: Scholastic Book Services

Subject Reading

Title: Reading Success Series

Interest/Educational Level: Secondary

Reading Level: 1-6

Format: Paperback books

Description: Remedial reading series that covers subjects such as sports and drag racing—skills presented are: phonetic analysis, structural analysis, word meaning.

Price: $.40 each

Publisher: Xerox

Subject Reading

Title: Reluctant Reader Jr. High

Interest/Educational Level: 7-9

Reading Level: 4-6

Format: 50 Books

Description: High interest low vocabulary supplementary or independent reading material.

Price: $91.83

Publisher: Hertzberg-New Method

Subject Reading

Title: Space Science Fiction Series

Interest/Educational Level: 4-12

Reading Level: 2-6

Format: 6 books, activity books, teacher's guide

Description: High-interest low vocabulary readers about men exploring outer space.

Price: Teacher's guide, $1.35; $2.40 each; activity book, $.75

Publisher: Benefic Press

Subject Reading

Title: Spectrum of Skills

Interest/Educational Level: Secondary

Reading Level: 2-8

Format:

Description: Individualized supplementary skills program that sequentially presents word analysis, vocabulary development and reading comprehension.

Price:

Publisher: MacMillaan

Subject Reading

Title: Specific Skills Series

Interest/Educational Level: Elementary/Intermediate

Reading Level: 2.0-6.0

Format: Soft-bound books

Description: Non-consumable reading program to develop skills in these areas: getting the main idea, using context, working with sounds, drawing conclusions, following directions.

Price: $.89 per book, $40.44 complete set

Publisher: Barnell Loft

Subject Reading

Title: Strange Pheneme

Interest/Educational Level: Secondary

Reading Level:

Format: 6 filmstrips, 3 cassettes, 1 teacher's guide

Description: Especially created for Jr. & Sr. High students with reading difficulties with a list of words and phrases to know following each filmstrip.

Price:

Publisher: Singer/SVE

Subject Reading

Title: Flash cards

Interest/Educational Level: Secondary

Reading Level:

Format: 1 deck of cards

Description: Phonics approach to use with students to teach word recognition.

Price:

Publisher: T. G. and Y.

Subject Reading

Title: Film-Making and Film Techniques

Interest/Educational Level: 10-12

Reading Level:

Format: 13 books

Description: Stories which cover many phases of motion picture industry.

Price:

Publisher: Hertzberg-New Method

Subject Reading

Title: Double Action

Interest/Educational Level: Secondary

Reading Level: 3.0-5.0

Format: Reading materials kit containing 2 units, play anthology, short story anthology, teaching guide, 6 posters, 2 records.

Description: Skill building in areas of comprehension, vocabulary and word attack skills, initial exercises help students build confidence in reading. Can be used as a basic reading program.

Price: $117.50

Publisher: Scholastic Book Services

Subject Reading

Title: Falcon Hi-Lo

Interest/Educational Level: 6-10

Reading Level:

Format: 17 Books

Description: Books that are simplified for easy reading. Some titles include: Anne Frank, Call of the Wils, Dracula, Fail Safe, Karen, Times Four — good for supplementary or independent use.

Price:

Publisher: Hertzberg-New Method

Subject Reading

Title: Sport-Action Skill Kits

Interest/Educational Level:

Reading Level:

Format: 4 kits for each sport (6 sports) (paperback, cassette, activity cards, filmstrip, teacher manual)

Description: Wide range of reading which is good for independent and individualized reading, promotes development in these areas.

Price:

Publisher: Troll Assoc.

Subject Reading

Title: Sports

Interest/Educational Level: Secondary

Reading Level:

Format: 6 filmstrips, 3 cassettes, teacher's guide

Description: Filmstrips about sports especially created for Jr. and Sr. High students who have reading difficulty with a list of words and phrases to know following each filmstrip.

Price:

Publisher: Singer/SVE

Subject Reading

Title: Sports Close-Ups

Interest/Educational Level: 4-12 grades

Reading Level: 5.0-6.0

Format: Paperback books, read-along cassettes, teacher's guide and duplicating masters

Description: Interesting to students interested in sports biographies of sports figures.

Price: Sports Close-ups 1 & 3, $69.75 each; 2, $82.50; 4, $92.50; paperback, $3.50; hardbound, $4.95

Publisher: EMC

Subject Reading

Title: Spice

Interest/Educational Level:

Reading Level:

~~**Format:** Teacher handbook~~

Description: Ideas and activity book to aid in teaching reading.

Price:

Publisher: Educational Service, Inc.

Subject Reading

Title: Sports

Interest/Educational Level: 7-12

Reading Level:

Format: Paperback

Description: Highly motivational reading series that is useful for pleasure reading and/or supplementary program.

Price:

Publisher: Scholastic Book Service

Subject Reading

Title: Sports Mystery Series

Interest/Educational Level: 4-12

Reading Level: 2-4

Format: 12 books

Description: Stories of boys and girls from different background in the world of sports. Good remedial reading program.

Price: $2.40 each

Publisher: Benefic Press

Subject Reading

Title: Space

Interest/Educational Level: Secondary

Reading Level:

Format: 6 filmstrips, 3 cassettes, teacher's guide

Description: Especially created for Jr. & Sr. High students who are having difficulty in reading. After each filmstrip is a list of words to know.

Price:

Publisher: SVE/Singer

Subject Reading

Title: Specific Reading Skills

Interest/Educational Level: Secondary

Reading Level: p.p.-8.5

Format:

Description: Reading materials covering word building, comprehension, critical and creative reading.

Price:

Publisher: Jones-Kenilworth

Subject Reading

Title: Reading Laboratory Series

Interest/Educational Level: 1-12

Reading Level: Varies

Format:

Description: Supplementary individualized program skills include: vocabulary, comprehension, word attack skills, listening skills, rate building, etc.

Price:

Publisher: SRA

Subject Reading

Title: Reading Improvement Series I and II

Interest/Educational Level:

Reading Level:

Format:

Description: Teaches fundamental developmental reading skills in reading through high interest media.

Price:

Publisher: International Teaching Tapes

Subject Reading

Title: Reading for Understanding

Interest/Educational Level: Secondary

Reading Level: Varies

Format: Placement test, record books, specimen set, teacher guide

Description: Multi-level sections which emphasize reading comprehension, supplementary program which also aids in analyzing ideas.

Price:

Publisher: SRA

Subject Reading

Title: Reading Skills

Interest/Educational Level: 7-12

Reading Level: 4.0-6.0

Format: Spirit masters and transparencies

Description: Develops skills in finding the author's purpose, inferring word meaning from context, drawing conclusions, selecting important details.

Price: $5.50 each

Publisher: Scholastic Book Services

Subject Reading

Title: Galaxy Program

Interest/Educational Level: 9-12

Reading Level: 6-9

Format: 3 books

Description: Contemporary literature presented to teach skills in word attack, central idea relationships and judgment designed to use with Galaxy texts.

Price:

Publisher: Scott, Foresman and Co.

Subject Reading

Title: Pleasure Reading Series

Interest/Educational Level: 3-8

Reading Level: 3

Format: 12 books

Description: Classical stories which provide a good supplementary program.

Price: $3.95 ea.

Publisher: Garrard

Subject Reading

Title: "Go: Reading in Content Areas"

Interest/Educational Level: 4.8

Reading Level: 2.0-6.0

Format: Book, ditto masters, teacher's guide

Description: Remedial reading series in areas of literature, social studies, math & science — teaches basic skills in word analysis, comprehension and reasoning.

Price:

Publisher: Scholastic Book Services

Subject Reading

Title: Gates-Peardon Reading Exercises

Interest/Educational Level: Secondary

Reading Level: 3-6

Format:

Description: These exercises help student develop ability in reading for general significance, to predict outcomes, to understand directions, and to note details.

Price:

Publisher: Teacher's College Press

Subject Reading

Title: Adult Reader

Interest/Educational Level: 10-Adult

Reading Level: 3-4

Format: Book

Description: Provides a basic vocabulary of frequently used words with word studies, review sessions and check tests based on adult interests.

Price: $1.35

Publisher: Steck Vaughn Co.

Subject Reading

Title: Astrology — A Scientific Art

Interest/Educational Level: Secondary

Reading Level:

Format: 6 Filmstrips, 6 cassettes

Description: Created for Jr. & Sr. High students who are having reading difficulties. Following each filmstrip is a list of words and phrases to know.

Price:

Publisher: Singer/SVE

Subject Reading

Title: Basal Reading Vocabulary Levels A & B

Interest/Educational Level: Secondary

Reading Level: 1.9-2.9

Format: Filmstrips, consumable notebooks, teacher's edition

Description: Presentation of words necessary for reading at levels 1.9-2.9, develops word recognition, discussion. Contains exercises in sight-meaning association, visual tracking exercises and testing.

Price:

Publisher: Polytechnics

Subject Reading

Title: Basic Reading Skills

Interest/Educational Level: Secondary

Reading Level:

Format: Workbook, tapes, teacher's book, visuals

Description: These workbooks are designed for use with remedial readers in a junior high school level. Emphasizes skills in word study, comprehension and study skills.

Price:

Publisher: Scott Foresman

Subject Reading

Title: Classroom Reading Clinic

Interest/Educational Level: Secondary

Reading Level: Elem.

Format:

Description: Series is skill building through the use of high interest-low vocabulary books.

Price:

Publisher: McGraw Hill/Webster Division

Subject Reading

Title: The American Adventure Series

Interest/Educational Level: 4-12

Reading Level: 2-6

Format: 22

Description: Remedial reading program consisting of action packed series about famous Americans.

Price: $2.55 ea.

Publisher: Harper & Row

Subject Reading

Title: Read-Understand-Remember Books

Interest/Educational Level: Secondary

Reading Level: 2.7 - 7.2

Format:

Description: Self-correcting materials to help develop understanding and retention.

Price:

Publisher: Allied Education Council

Subject Reading

Title: Childhood of Famous Americans

Interest/Educational Level: 4-9

Reading Level: 3

Format: 141 books

Description:

Price: $2.50 ea.

Publisher: Bobbs Merrill

Subject Reading

Title: RAP Reading Achievement Program

Interest/Educational Level: Secondary

Reading Level: 2.0-5.0

Format: Kit

Description: Exercises, motivational filmstrip within audio essay, and student answer sheet for students needing remedial reading.

Price:

Publisher: Acoustifone

Subject Reading

Title: Improve Your Reading Ability

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: This text-workbook aids student in developing comprehension skills and rate.

Price:

Publisher: Charles Merrill

Subject Reading

Title: Readers Choice Catalog

Interest/Educational Level: 9-12

Reading Level: 5-7

Format:

Description: Catalog of paperbacks available for every grade and reading level grouped by grade level, curriculum and interest area.

Price: $.60 to $.75

Publisher: Scholastic Book Service/Hertzberg-New Method

Subject Reading

Title: Reach Series

Interest/Educational Level: Secondary

Reading Level: 2.0-4.0

Format: Pacetapes and books

Description: For students reading below grade level. Very success-oriented, individualized program about show business, stressing work attack skills, vocabulary building and comprehension development.

Publisher: The Economy Co.

Subject Reading

Title: Skills for Understanding Maps and Globes

Interest/Educational Level: Secondary

Reading Level: 5

Format: Book and Teacher Guide

Description: Step by step lessons to help develop map skills, uses reading skills to help understand geography, history and social studies.

Price:

Publisher: Follett

Subject Reading

Title: Directions

Interest/Educational Level:

Reading Level:

Format:

Description: This series contains short anthologies and reading skill booklets.

Price:

Publisher: Houghton-Mifflin

Subject Reading

Title: Action Units

Interest Educational Level: Secondary

Reading Level: 2.0-5.0

Format: Records introduce stories and books; contains stories with pre and past exercises. Included are 6 motivational posters and ditto masters.

Description: This is a high interest high success program, that develops basic word attack and comprehension skills through activities such as role playing, reading, discussion and writing.

Price: Action unit, $129.50; Double Action Unit, $139.50

Publisher: Scholastic Book Services

Subject Reading

Title: Action Series

Interest/Educational Level: Action I, 4.0-5.0; Action II, 5.0-6.0

Reading Level:

Format: Each level consists of 4 attractive readers representing all forms of literature plus a dictionary section. Practice books accompany readers.

Description: Action series provides high interest basic reading skills program for Jr. & Sr. High School students reading below level.

Price: $20.00

Publisher: Houghton Mifflin

Subject Reading

Title: Across and Down

Interest/Educational Level: Secondary

Reading Level: 4.0-6.0

Format: 37 crossword puzzles

Description: Teach basic phonics and vocabulary building skills, abbreviations, spelling and punctuation.

Price: $.90

Publisher: Scholastic Book Service

Subject Reading

Title: The Reading Skills Lab Programs

Interest/Educational Level: Secondary

Reading Level: 4-6

Format: 9 Workbooks

Description: Specific Comprehension Skills

Price:

Publisher: Houghton-Mifflin

Subject Reading

Title: Action Libraries I, II, III, IV

Interest/Educational Level: Secondary

Reading Level: 2.0-4.0

Format: 5 books (4 copies of each) teaching guide, spirit masters

Description: Excellent materials for students who cannot read above 4th grade reading level — sequentially graded, interesting books in the areas of mystery, romance, adventure, and auto racing. Introduces new vocabulary and contains comprehension questions.

Price: $34.50

Publisher: Scholastic

Subject Reading

Title: Be A Better Reader

Interest/Educational Level: Secondary

Reading Level: 4-8

Format: Books

Description: This program emphasizes reading improvement in content areas. Can be used as a developmental skill text in elementary level or as supplementary material in the secondary level.

Price:

Publisher: Prentice-Hall

Subject Reading

Title: Deep Sea Adventure Series

Interest/Educational Level: 3-12

Reading Level: 1.8-5.0

Format: 8 books, 1 teacher's manual

Description: Sound learning theory presented with adventure stories includes end of chapter exercises in vocabulary and comprehension questions in literal reading, interpretive reading and critical reading.

Price: $2.40 per book, $.75 teacher's manual

Publisher: Field Educational Pub. Inc.

Subject Reading

Title: Checkered Flag Series

Interest/Educational Level: 4-Adult

Reading Level: 2.4-4.5

Format: 4 books, 1 teacher's manual

Description: Books deal with cars and racing, very high appeal to boys, skills developed are comprehension, vocabulary and critical thinking.

Price:

Publisher: Field Educational Pub. Inc.

Subject Reading

Title: Breakthrough

Interest/Educational Level: Jr. High

Reading Level: 1.0-6.0

Format: Short paperback books featuring sports, science fiction, bibliographies of interest to teenagers. Duplicating masters review word attack and comprehension skills.

Description: This program is highly motivating for the low reading junior high school student. Word attack skills are developed through the program.

Price: $1.47-$2.10

Publisher: Allyn & Bacon

Subject Reading

Title: Contact

Interest/Educational Level: Secondary

Reading Level: 4.6

Format: Each unit contains 36 paperback anthologies, logbooks, record, color filmstrip, teaching guide and storage box.

Description: Program is designed to motivate students through use of a series of anthologies which can be used as basal material or supplementary materials in social studies or literature.

Price: $89.50 per unit

Publisher: Scholastic

Subject Reading

Title: Activities of Reading Improvement

Interest/Educational Level: Secondary

Reading Level:

Format: 3 Workbooks

Description: Workbooks cover specific skills for Jr. High students which can be used as a supplementary program, a remedial program.

Price: $1.75

Publisher: Steck Vaughn Co.

Subject Reading

Title: Building Word Power

Interest/Educational Level: 10-Adult

Reading Level: 3-4

Format: Workbook

Description: Helps students master phonetic and structural word attack skills.

Price: $1.35

Publisher: Steck Vaughn Co.

Subject Reading

Title: Clues to Reading Progress

Interest/Educational Level: Secondary

Reading Level: 2.0-5.0

Format: Cassettes, workbooks, magazines

Description: Provides skill development in phonetic and structural word annalysis and word comprehension through highly interesting materials. Very useful in English as a second language program.

Price: $120.00

Publisher: Educational Progress Corporation

Subject Reading

Title: Controlled Reader Study Guides

Interest/Educational Level:

Reading Level: 1-6

Format: Study guides, filmstrips

Description: Intended for remedial, corrective and developmental classes to strengthen skills in comprehension, awareness of people, drawing conclusions and decision making.

Price:

Publisher: Educational Development Lab

Subject Reading

Title: Crossroads

Interest/Educational Level: Secondary

Reading Level: 4-9

Format: Paperbacks, records, activity book, teacher guide, classroom library.

Description: Designed to develop reading, composition, oral language, critical thinking & writing skills, mature, high interest materials.

Price:

Publisher: Noble & Noble

Subject Reading

Title: Corrective Reading Program

Interest/Educational Level: 4-12

Reading Level:

Format: Teacher manual, student books, placement tests.

Description: Excellent reading program for student reading below grade level very highly motivating — uses stories, charts, contracts and reinforcement.

Price:

Publisher: Englemann-Becker

Subject Reading

Title: Dan Frontier Books

Interest/Educational Level: K-7

Reading Level: pp-4

Format: 11 books, records, sight sound sheets, cassettes, teacher's manual, cassette sound sheets.

Description: Presents reading skills through a sight-sound approach, promotes personal values through characterization, also contains sections on promoting growth in interpretive skill, word perception skills and growth in language.

Price:

Publisher: Benefic Press

Subject Reading

Title: Coronet Audio-Cassette Programs

Interest/Educational Level: K-12

Reading Level:

Format: Audio cassettes, sound filmstrips, reading skills correlation chart, teacher's manual, student workbook.

Description: Individual and teacher assisted instruction in reading and language arts. 12 separate programs for word perception, comprehension & study & writing skills.

Price: Varies

Publisher: Coronet Media

Subject Reading

Title: Merrill Mainstream Cassette Library

Interest/Educational Level: Secondary

Reading Level:

Format: Teacher's guide. 5 copies of each title, 24 tapes, 48 study sheets.

Description: Treats acquisition of reading, writing, listening and thinking skills as an end rather than a means.

Price:

Publisher: Charles E. Merrill

Subject Reading

Title: Motorcycle Motorcross, Horses Trail Ride, Dune Buggy Rally

Interest/Educational Level:

Reading Level:

Format: Games to use with Reading Incentive Program to reinforce vocabulary.

Price:

Publisher: Bowmar

Subject Reading

Title: Morgan Bay Mysteries

Interest/Educational Level: 8-12

Reading Level: 2.3-4.1

Format: 8 books, teacher's manual

Description: Mystery stories which help strengthen reading abilities, also useful in studying elements of literature. Plot, setting theme, characterization and writing techniques.

Price: $2.40 per book, teacher manual, $.75

Publisher: Field Educational Pub. Inc.

Subject Reading

Title: Merrill Linguistic Reading Program

Interest/Educational Level: Secondary

Reading Level: 0-6

Format: Reader, teacher's guide, skills book and teacher's guide to skills book.

Description: Series that teaches basic skills develops creative and critical reading skill through high-interest linguistic materials.

Price:

Publisher: Charles E. Merrill

Subject Reading

Title: Reading Attainment Systems 1 and 2

Interest/Educational Level: Secondary

Reading Level: 3.0-6.5

Format: 2 kits

Description: Individualized remedial reading program consisting of reading selections that are interesting to older students.

Price:

Publisher: Grolier Educational Corp.

Subject Reading

Title: Reading Developmental Kits

Interest/Educational Level: Secondary

Reading Level: PP-9

Format: 3 boxed (kits A, B, C) kits of cards, prrogress records, reading inventory

Description: Reading lab of controlled vocabulary selections about interesting subjects to the secondary student. Pretest determines placement.

Price:

Publisher: Addison Wesley

Subject Reading

Title: Reading for Pleasure

Interest/Educational Level: 9-12

Reading Level: 5

Format: 3 books

Description: Books of anthologies to be used as supplementary material.

Price: $4.20 each

Publisher: Scott, Foresman and Co.

Subject Reading

Title: Reading for Understanding

Interest/Educational Level: 3-Adult

Reading Level:

Format: Boxed cards, placement tests, record books

Description: Supplementary program that helps students develop comprehension, analyze ideas and draw conclusions.

Price:

Publisher: SRA

Subject Reading

Title: Plus 4 Reading Booster

Interest/Educational Level: Secondary

Reading Level:

Format: Color coded texts, cassettes, tests, record folders, sight cards, etc.

Description: Individualized instruction in word perception and comprehension skills.

Price:

Publisher: McGraw Hill

Subject Reading

Title: Reading for Meaning Series

Interest/Educational Level: Secondary

Reading Level: 4-6

Format: Workbook Series

Description: Remedial program designed to improve comprehension skills, vocabulary details, organization and summarization.

Price:

Publisher: J. B. Lippincott

Subject Reading

Title: Reading Comprehension Series, C, CC, D, E, EE

Interest/Educational Level:

Reading Level: C (5th) CC(6th) D (7th) E (8th) EE(5th, 6th)

Format: Filmstrip and record

Description: Contains questions that help develop reading skills and memory skills sequencing, understanding main ideas, drawing conclusions and finding key words and sentences.

Price:

Publisher: Dorsett Education Systems

Subject Reading

Title: Reading for a Purpose

Interest/Educational Level: Secondary

Reading Level: 0-4

Format:

Description: Basal reading program that utilizes sight words and phonetic approaches.

Price:

Publisher: Follett

Subject Reading

Title: Point 31

Interest/Educational Level: Secondary

Reading Level: Cassettes, books, duplicating masters, activity book

Description: High interest, very structured remedial skills program to build basic decoding skills.

Price:

Publisher: Readers Digest

Subject Reading

Title: Puzzles and Patterns

Interest/Educational Level: K-12

Reading Level:

Format: Student and teacher edition

Description: Develops perceptual skills.

Price: $1.44 each

Publisher: Steck-Vaughn

Subject Reading

Title: Project Reading

Interest/Educational Level: 3-6

Reading Level:

Format: Filmstrips, workbooks, question books.

Description: High interest materials which can be used as supplementary materials and give practice in skimming, finding the main idea, making inferences, adjusting rate to purpose, finding the author's intent, purpose, mood, etc.

Price:

Publisher: Singer/SVE

Subject Reading

Title: Program Builder Kit Language Master Program

Interest/Educational Level: Elem-Secondary

Reading Level:

Format: Kit, blank cards, manual, organizer file

Description: Kit enables teacher to prepare special materials for student use.

Price:

Publisher: Bell and Howell

Subject Reading

Title: Pal Hi-Low

Interest/Educational Level: 6-10

Reading Level:

Format: 18 books

Description: Contemporary action-packed stories for teens that can be used supplementary or for free reading. Some titles include: Junkie, Honda Kid, Spirits Action, Sacrifice.

Price:

Publisher: Hertzberg-New Method

Subject Reading

Title: Radio Reading Series I and II

Interest/Educational Level: I, 3-5; II, 6-8

Reading Level:

Format:

Description: High interest stories in a directed reading/listening lesson with follow-up activities.

Price:

Publisher: Polytechnics, Inc.

Subject Reading

Title: The Phonics Program-Word Building and Analysis Set III

Interest/Educational Level: K-12

Reading Level: 4-6

Format: 200 readability cards

Description: Presents "th", soft and hard "g" and "c" sounds, compound words, suffixes, prefixes, syllabication, irregular consonants and homonyms.

Price:

Publisher: Bell and Howell

Subject Reading

Title: Perma Bound High Interest Low Vocabulary Titles

Interest/Educational Level: 9-12

Reading Level: 5-7

Format: 50-100 books per series

Description: 5 series — phase I, II — of interesting books to teenagers written on a low vocabulary level can be used for supplementary or independent reading.

Price: $46.00, $186.00 per series

Publisher: Hertzberg-New Method

Subject Reading

Title: Open-Ended Stories

Interest/Educational Level: Secondary

Reading Level: 4-5

Format: Self cover book containing 20 open ended stories.

Description: These high interest stories assist students in developing creativity. Imagination, drawing conclusions and making decision.

Price:

Publisher: Globe Book Co.

Subject Reading

Title: New Practice Readers

Interest/Educational Level: Secondary

Reading Level: 2-8

Format: 6 books

Description: Reading selections with questions to improve comprehension skills.

Price:

Publisher: Webster Division/McGraw Hill

Subject Reading

Title: News for You

Interest/Educational Level: Secondary

Reading Level: 3-4th, 4th to 5th

Reading Level: Weekly 4 page tabloid newspaper published on two levels.

Description: Half the paper is news, with pictures, maps and graphs; rest of paper is a condensation of items from many daily newspapers (health, law, entertainment, puzzles, sports, letters to the editor)

Price: $.08 per paper per week

Publisher: New Readers Press

Subject Reading

Title: New Reading Skill Builders

Interest/Educational Level: 6-12

Reading Level: 3-6

Format: Books and cassettes

Description: Contains illustrated controlled readability selections followed by exercises and questions. Presents skills in comprehension, interpretation, critical and creative reading, word study and vocabulary.

Price:

Publisher: Reader's Digest

Subject Reading

Title: Play the Game Series

Interest/Educational Level: Secondary

Reading Level: 2.5-4.0

Format: 4 cassettes, 4 books, teacher's guide

Description: Stories about lives of sport heroes emphasizing sportsmanship qualities. Recordings of the books are on cassette.

Price:

Publisher: Bowmar

Subject Reading

Title: Phoenix Reading Series

Interest/Educational Level: Secondary

Reading Level: 4.0-6.0

Format: Books

Description: Program presents ideas, information aand concepts developed around a single-theme in the photo-reader. Action reader provides further reading selections.

Price:

Publisher: Prentice-Hall

Subject Reading

Title: Pal Paperbacks

Interest/Educational Level: Secondary

Reading Level: 3-4

Format: Paperback books

Description: Highly interesting remedial reading materials, especially interesting to boys.

Price:

Publisher: Xerox

Subject Reading

Title: The New Diagnostic Reading Workbooks — Looking Ahead

Interest/Educational Level: Secondary

Reading Level: 1-6

Format: Workbooks (6 copies)

Description: Progressively developed skills to reinforce basal reading program.

Price:

Publisher: Charles E. Merrill

Subject Reading

Title: The Kaleidoscope Readers

Interest/Educational Level: Secondary

Reading Level: 2.0-9.0

Format: 8 books with 5 copies of each, teaching guide for each

Description: High interesting materials which present skills in word attack, vocabulary, comprehension and study skills.

Price:

Publisher: Field Educational Publications

Subject Reading

Title: Multi-level Reading Training

Interest/Educational Level: Secondary

Reading Level: 2-8

Format: 20 Filmstrips

Description: Supplementary material to be used to reinforce basal reading program.

Price:

Publisher: Psychotechnics

Subject Reading

Title: Illustrated Books

Interest/Educational Level: 4-10

Reading Level: 4-10

Format: 9 books

Description: Sample titles include: 100 Greatest Sports Feats, Giants of Science, Illustrated Minute Biographies, Strange and Incredible Sports Happenings, 100 Greatest Women in Sports, for reference and pleasure.

Price: $4.95

Publisher: Grossett and Dunlap

Subject Reading

Title: Hip Reader

Interest/Educational Level: Secondary

Reading Level: 1-5

Format: Books, exercises, tapes, teacher's guide

Description: Basic reading skills program presented through a motivating individualized high interest stories that deal with situations of teenagers today.

Price:

Publisher: Publisher Book Lab

Subject Reading

Title: Listen and Read

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Supplementary program which teaches skills in analysis, interpretation and association via a listening lesson.

Price:

Publisher: Educational Development Labs

Subject Reading

Title: Individualized Directions in Reading

Interest/Educational Level: Secondary

Reading Level: 1-6

Format:

Description: Criterion referenced self instruction modules centered around phonics and structural analysis and comprehension.

Price:

Publisher: Steck Vaughn Co.

Subject Reading

Title: Open Highways Program

Interest/Educational Level: Secondary

Reading Level: 4-7

Format: 2 books, teacher's book, tests, duplicating masters

Description: Basal reading series for poor readers high-interest, low vocabulary emphasizes reinforcing and teaching basic reading skills.

Price:

Publisher: Scott Foresman.

Subject Reading

Title: How and Why Wonder Books

Interest/Educational Level: 4-8

Reading Level: 4

Format: 31 books

Description: Easy to understand information on questions commonly asked about science, nature, and history.

Price: $1.95 each

Publisher: Grossett and Dunlap

Subject Reading

Title: Read Better

Interest/Educational Level: 7-Adult

Reading Level: 5-6

Format:

Description: 40 high interest stories with controlled vocabulary, includes frequent reviews and achievement tests.

Price: $1.44

Publisher: Steck-Vaughn Co.

Subject Reading

Title: Racing Wheel Series

Interest/Educational Level: 4-12

Reading Level: 2-4

Format: 12 books

Description: Action stories involving boys and girls from the inner city written in controlled vocabulary.

Price: $2.22 each

Publisher: Benefic Press

Subject Survival Skills

Title: The Target Series

Interest/Educational Level: Secondary

Reading Level:

Format: Student text; student activity book; 8 posters, teacher's guide

Description: Stories that introduce the student to family living, employment & citizenship. Pete Saves the Day, The Old Shoe Mystery, I Live in Many Places.

Price: Student Text, $1.10; activity book, $.50, 8 posters, $3.00; teacher's guide, $1.25

Publisher: Mafex Associates

Subject Survival Skills

Title: Accent/Family Finances

Interest/Educational Level: 11-12

Reading Level: 5-6

Format:

Description: Program examines family budgeting & gives advice to the budgeter.

Price:

Publisher: Follett

Subject Survival Skills

Title: Basic Skill for Everyone

Interest/Educational Level: Secondary

Reading Level:

Format: Ditto Masters

Description: Presents information on skills in using the library, making a chart, reading a map, using checks, etc.

Price: $19.95

Publisher: CEBCO

Subject Survival Skills

Title: Be Informed Series

Interest/Educational Level: Secondary

Reading Level:

Format: Booklets

Description: Series covers aspects of practical living, buying an auto, finding a job, etc. Prepared especially for LD Children.

Price:

Publisher: New Reader's Press

Subject Survival Skills

Title: Fill in the Blanks

Interest/Educational Level: 7-12

Reading Level:

Format: 10 workbooks

Description: Contains job applications, government forms, money & banking forms, credit forms, etc.

Price: $29.00

Publisher: Mafex Associates

Subject Survival Skills

Title: Everyday Reading & Writing

Interest/Educational Level: Secondary

Reading Level: 5-6

Format: Book

Description: Reading for living covering subjects in reading maps, safety signs, library, letter writing, etc.

Price: $3.95

Publisher: New Readers Press

Subject Survival Skills

Title: Learning to Live

Interest/Educational Level: Secondary

Reading Level:

Format: Transparencies

Description: These transparencies are the most commonly used forms in every community.

Price: 30 transparencies, $25.00

Publisher: Mafex Associates

Subject Survival Skills

Title: Getting Ready for Pay Day Series

Interest/Educational Level: Secondary

Reading Level:

Format: 3 worktexts

Description: 3 books covering checking, savings accounts, and planning ahead.

Price: $1.50

Publisher: Frank E. Richards

Subject Survival Skills

Title: Prevocational Orientation & Guidance Kits

Interest/Educational Level: 9-Adult

Reading Level:

Format: Per unit: 2 filmstrips, manual, answer sheet

Description: 3 part study units with filmstrip story based on real life situations. Skill oriented content in reading, writing, math & other problems. Contains multiple choice problems, programmed study manual.

Price: $765.00 complete kit, $90.00 each

Publisher: Educational Projections Corp.

Subject Survival Skills

Title: Making It on Your Own

Interest/Educational Level: 7-12

Reading Level:

Format: 10 books, teacher's guide

Description: Situation about 2 boys who leave home and move to the city & find a job. One boy decides to marry & learns about a home, budget, a baby, etc.

Price: $21.50

Publisher: Mafex Associates

Subject Survival Skills

Title: Career Oriented Communicative Arts Series

Interest/Educational Level: Secondary

Reading Level: 2

Format:

Description: Teaches skills in everyday living, checking accounts, salary, grocery bills, etc.

Price:

Publisher: TQ Publishers

Subject Survival Skills

Title: Family Development Series

Interest/Educational: Secondary-Adult

Reading Level: 4-6

Format: Books

Description: Consumable books in subject areas.

Price: $1.68 each

Publisher: Steck Vaughn

Subject Survival Skills

Title: Foundations of Citizenship

Interest/Educational Level: 7-Adult

Reading Level:

Format: 2 books, 3 workbooks

Description: Contains reading on the family, how to get & hold a job, income, taxes, etc.

Price: Books, $3.75 each; workbooks, $1.35 each

Publisher: F. E. Richards Publishing Co.

Subject Survival Skills

Title: Fundamental Forms Skilltext

Interest/Educational Level: 7-12

Reading Level:

Format: Paperback text

Description: Designed to bridge the gap between the classroom & everyday living including forms from various areas of the country.

Price: $1.35

Publisher: Special Service Supply

Subject Survival Skills

Title: Social Perceptual Training Kit for Community Living

Interest/Educational Level: Secondary

Reading Level:

Format: Photographs, slides, soundtapes, drawings.

Description: Develops social comprehension.

Price:

Publisher: Educational Activities

Social Studies

Title: Rivers of the World

Interest/Educational Level: 4-8

Reading Level: 5

Format: Series

Description: Stories about rivers and cultures they have influenced.

Price:

Publisher: Garrard Books

Subject Science

Title: What Is It Series

Interest/Educational Level: 4-8

Reading Level: 1-4

Format: Color filmstrip and books

Description: Controlled vocabulary presenting scientific facts: cells, electricity, birds, rocks, magnets, etc.

Price: $6.00 each

Publisher: Benefic Press

Subject Social Studies

Title: Contemporary Problem Series

Interest/Educational Level: 5-12

Reading Level:

Format:

Description: Helps students work through problems common today.

Price:

Publisher: Educational Activities

Social Studies

Title: World History

Interest/Educational Level: 6-12

Reading Level: 5-8

Format: 9 books per student

Description: Ideas and events essential to an understanding of world history in a unit format.

Price:

Publisher: Follett

Social Studies

Title: Our Nation's History

Interest/Educational Level: 5-Adult

Reading Level: 6

Format: 8 booklets per student

Description:

Price:

Publisher: Follett

Social Studies

Title: American History

Interest/Educational Level: 6-12

Reading Level: 6-8

Format: Book, teacher guide, comprehension check booklets

Description: Presents major forces of U.S. history through use of a daily lesson format.

Price:

Publisher: Follett

Social Studies

Title: Civics

Interest/Educational Level: 7-12

Reading Level: 6-8

Format: Book, teacher guide, unit tests, comprehension check booklet, study lessons

Description: High interest low readability presentation of information on citizenship containing information on urbanization.

Price:

Publisher: Follett

Social Studies

Title: Target American History

Interest/Educational Level: 7-12

Reading Level: 6

Format: Workbook

Description: Outlines major U.S. historical periods. Contains topics on The First Explorers. WWI. The Civil War, etc.

Price:

Publisher: Mafex Assoc. Inc.

Social Studies

Title: The People Power

Interest/Educational Level: Secondary

Reading Level: 3.8

Format:

Description: Covers concept of democracy including the role of political parties, who can vote and why, voter registration, etc.

Price: $1.50

Publisher: New Reader's Press

Social Studies

Title: Government by the People

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: Covers the guidelines of the Constitution and processes of the government today including problems of building a nation, what the president does, Congress, federal courts, etc.

Price: $1.95

Publisher: New Reader's Press

Social Studies

Title: Living in Today's World

Interest/Educational Level: 3-8

Reading Level: 4

Format: 10 books

Description: Acquaints students with material on geography, history, religion, government and art from other countries of the world.

Price:

Publisher: Garrard Books

Social Studies

Title: American Nation

Interest/Educational Level: Secondary

Reading Level: 4-7

Format: Book and teacher guide

Description: Presents essential details of American history from its origins to present day President Ford.

Price:

Publisher: Follett

Subject Social Studies

Title: Springboards

Interest/Educational Level: 6-12

Reading Level: 4.0-6.0

Format: Cards

Description: Units in world, American and Black History. Emphasis on contributions of minority people to our heritage.

Price:

Publisher: Wiley & Sons

Subject Social Studies

Title: Signature Books

Interest/Educational Level: 3-10

Reading Level: 4

Format: 48 books

Description: biographies

Price:

Publisher: Grossett and Dunlap

Subject Social Studies

Title: Spark

Interest/Educational Level: 2-12

Reading Level: 2-8

Format: Teacher Handbook

Description: Motivating activities; simplified approaches.

Price: $5.25

Publisher: Educational Service, Inc.

Subject Social Studies

Title: World Studies Inquiry Series

Interest/Educational Level: Jr. High

Reading Level:

Format:

Description: Low-reading, high-interest materials in area of social studies.

Price:

Publisher: Field Educational Publications, Inc.

Subject Social Studies

Title: Visual History of the United States

Interest/Educational Level: Jr. High

Reading Level: 4-5

Format: Hardback book

Description: Covers history of U.S.

Price:

Publisher: McGraw-Hill Book Co.

Subject Social Studies

Title: Transportation in America

Interest/Educational Level: Secondary

Reading Level:

Format: 5 filmstrips, 5 cassettes, teacher's guide, filmstrip text

Description: Presents development of transportation from past to present to future, and effect on American life.

Price:

Publisher: National Geographic Society

Subject Social Studies

Title: A Survey of Contemporary Issues and Answers

Interest/Educational Level: 9-12

Reading Level:

Format: 13 books

Description: Deals with relevant and thought-provoking issues.

Price:

Publisher: Hertzberg-New Method

Subject Social Studies

Title: American Negro Pathfinders

Interest/Educational Level: Secondary

Reading Level:

Format: Filmstrip series

Description: This series depicts contributions of 6 outstanding black leaders: Dr. King, A. Phillip Randolph, Gen. Benjamin O. Davis, Jr.

Price: Each filmstrip, $7.25; entire set, $42.00

Publisher: Coronet Films

Subject Social Studies

Title: Basic Concepts Series

Interest/Educational Level: 4-10

Reading Level: 4-5

Format; 7 books

Description: Supplementary social studies program — develops skills in problem solving, critical thinking, map and globe study, understanding time and chronology, group work.

Price: $6.00 each

Publisher: Benefic Press

Subject Social Studies

Title: Americans All Series

Interest/Educational Level: 7-12

Reading Level: 4

Format:

Description: Books cover Spanish, Mexican, Oriental & Italian cultures.

Price:

Publisher: Field Educational Publications

Subject Social Studies

Title: Color Me American

Interest/Educational Level: Secondary

Reading Level: 3.0

Format:

Description: Covers topics and construction of U.S. Government.

Price:

Publisher: Lawson Book Co.

Subject Social Studies

Title: American Indians of the Southwest

Interest/Educational Level: Secondary

Reading Level:

Format: 6 filmstrips, 6 cassettes

Description: Provides insights in life, history and customs of S.W. Indians, Pueblos, Navajoes, Apaches — also contains music & art.

Price:

Publisher: Coronet Instructional Media

Subject Social Studies

Title: Know Your World

Interest/Educational Level: Secondary

Reading Level:

Format: Periodical

Description: Weekly newspaper containing news articles and current events that are interesting to the reader.

Price:

Publisher: Xerox

Subject Social Studies

Title: America: Colonization to Constitution

Interest/Educational Level: Secondary

Reading Level:

Format: 5 filmstrips, 5 cassettes, teacher's guide, filmstrip text

Description: Presents issues and events leading to independence some titles include: Penetrating the Wilderness, The Colonies Mature, Road to Independence.

Price:

Publisher: National Geographic Society

Subject Social Studies

Title: Global Culture Series

Interest/Educational Level: Secondary

Reading Level: 6-7

Format:

Description: Program in World History introduced by country in the areas of religion, history, people, art, literature, etc.

Price: $1.50-$2.04 each

Publisher: McCormick-Mathers Pub.Co.

Subject Social Studies

Title: Our Democracy

Interest/Educational Level: 7-Adult

Reading Level: 6

Format: Worktext

Description: Survey type text book focusing on specific areas of history and government.

Price: $1.50

Publisher: Steck-Vaughn Co.

Subject Social Studies

Title: Our USA

Interest/Educational Level: 7-Adult

Reading Level: 6

Format: Worktext

Description: Explores specific areas of U.S. history and government.

Price: $1.50

Publisher: Steck-Vaughn Co.

Subject Social Studies

Title: Spectra Program: Promise of America

Interest/Educational Level: Secondary

Reading Level:

Format: 3 Series: Promise of America, People of the World, People and the City; magazine format

Description: American History and social studies which present information through a series of eyewitness accounts, diaries, songs, poems, etc.

Price: $1.08-$2.90 each

Publisher: Scott Foresman

Subject Social Studies

Title: My Country

Interest/Educational Level: Secondary

Reading Level: 3-4

Format:

Description: Exercises and activities based on interesting stories about the United States developed through basic reading skills.

Price: $1.35

Publisher: Steck-Vaughn Co.

Subject Social Studies

Title: The Constitution

Interest/Educational Level: 6-8

Reading Level:

Format: 12 transparencies, 28 spirit masters per set

Description: Examples of units include: Early attempts at Unity, Articles of Confederation, Powers of the Federal Government.

Price:

Publisher: Milliken

Subject Social Studies

Title: Challenges of Our Time

Interest/Educational Level:

Reading Level: 7.0

Format: Paperback books

Description: Cover aspects of recent and contemporary history — some titles include Prejudice and Discrimination, Choices and Decisions, Economics and Society, etc.

Price:

Publisher: Allyn and Bacon

Subject Social Studies

Title: Indians of North America

Interest/Educational Level: Secondary

Reading Level:

Format: 5 filmstrips, 5 cassettes, teacher's guide, filmstrip text

Description: Presents cultural variety, environmental and social adaptations of N. American Indians historically. Some titles include: The First Americans, The Eastern Woodlands.

Price:

Publisher: National Geographic Society

Subject Social Studies

Title: The Problem of Drug Abuse

Interest/Educational Level: Secondary

Reading Level:

Format: Filmstrip series, records or cassette, teacher's guide

Description: Covers facts concerning LSD, glue sniffing, pills, marijuana.

Price: Sets w/record $20.00, record $4.00; Set w/cassette $22.00, cassette 2/$6.00; filmstrip w/teacher's guide $8.50

Publisher: Au-Vid Inc., P.O. Box 964, GG, Cal.

Subject Social Studies

Title: American Adventures

Interest/Educational Level: 7-12

Reading Level: 4-6

Format: Paperbacks, teacher's guide

Description: Highly motivating reading materials.

Price:

Publisher: Scholastic Audio-Visual Center

Subject Drug Ed.

Title: Mainline to Nowhere

Interest/Educational Level: Secondary

Reading Level:

Format: Drug information sheet, 4 full color filmstrips, 1 game, teacher's manual

Description: A Boy Named Johnny Jones, Myself As A Stranger, No More Monsters On My Back, The Basketball Game That Wasn't.

Price: $79.95

Publisher: Aims Instructional Media Serv. Inc.

Subject Social Studies

Title: Problems of American Society

Interest/Educational Level:

Reading Level:

Format: 18 books

Description: Deals with current problems in America.

Price:

Publisher: Hertzberg-New Method

Subject Sex Ed.

Title: Human Growth

Interest/Educational Level: Elem.-Jr. High

Reading Level:

Format: Film, 16mm or 8mm super color 20 min.

Description: Animated presentation of human growth and reproduction.

Price: $265.00, $225.00, Rental $20.00

Publisher: Perennial Education Inc.

Subject Sex Ed.

Title: About Sex and Growing Up

Interest/Educational Level: Secondary

Reading Level:

Format: Filmstrips, records or cassettes, study guides

Description: For pre-puberty and puberty age illustrating facts of life.

Price: Filmstrips w/cassettes & study guides, $40.00; filmstrips w/records & study guides, $36.50

Publisher: BFA Educational Media

Subject Sex Ed.

Title: A Basis for Sex Morality

Interest/Educational Level: Sr. high school, college, parents, teachers

Reading Level:

Format: Filmstrips w/records, study guides

Description: A lecture by Dr. Bryan Green addressing a large student audience arguing monogamous values against immediate experience.

Price: $45.90

Publisher: Caedman Records, Inc.

Subject Sex Ed.

Title: The Destroyers (Venereal Disease)

Interest/Educational Level: Jr. & Sr. High

Reading Level:

Format: Filmstrip and cassette

Description: Historical and clinical approach to V.D.

Price: $21.00

Publisher: Eye Gate

Subject Sex Ed.

Title: Better Living: Morals and Virtues, Marriage and Parenthood

Interest/Educational Level: Secondary

Reading Level:

Format: Workbook

Description: Units on morals and virtues, marriage and parenthood.

Price:

Publisher: Cal-Central Press

Subject Sex Ed.

Title: Being Together-Book Series

Interest/Educational Level: Secondary

Reading Level:

Format: Book series

Description: Puberty & Adolescence, Concept & Contraception, Pregnancy, Birth, Heredity, Dating, Loving, Sex Outside Marriage, Marriage.

Price: $3.95 each, series $35.55

Publisher: Lerner Publications

Subject Sex Ed.

Title: Boys & Girls Growing Up

Interest/Educational Level: 5-8

Reading Level:

Format: Clothbound book

Description: Childlike book covering basic sex ed. facts.

Price: $2.95

Publisher: Fearon Publishers, Lear Siegler Inc.

Subject Sex Ed.

Title: Facts About Sex for Exceptional Youth

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: Book about sex written especially for young people with neurological, physical and/or learning disabilities.

Price: $2.95

Publisher: New Jersey Assoc. for Brain Injured Children.

Subject Sex Ed.

Title: Developmental Patterns of Pubescent Girls

Interest/Educational Level: Secondary

Reading Level:

Format: 10 transparencies

Description: Physical changes & reproduction etc. of females.

Price: $43.50

Publisher: Educational Record Sales.

Subject Sex Ed.

Title: Development Patterns of Pubescent Boys

Interest/Educational Level: Secondary

Reading Level:

Format: 11 transparencies

Description: Physical changes of boys, reproductive organs, etc.

Price: $48.00

Publisher: Educational Record Sales

Subject Sex Ed.

Title: Facts About Sex for Today's Youth

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: A revised edition of Dr. Sol Gordon's book about sex written for exceptional students.

Price: $2.25

Publisher: Family Planning and Population Info. Cntr. and Ed-U Press.

Subject Sex Ed.

Title: Facts About Sex for Exceptional Youth

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: Book about sex written especially for young people with neurological, physical and /or learning disabilities.

Price: $2.95

Publisher: New Jersey Assoc. for Brain Injured Children.

Subject Sex Ed.

Title: Especially for Girls

Interest/Educational Level: Elem., Jr. High

Reading Level:

Format: Filmstrip-record

Description: Present functioning of girls reproductive system and development of a boy into a man.

Price: $15.00

Publisher: Perennial Education, Inc.

Subject Sex Ed.

Title: Growing Up Young: About Menstruation for Parents & Teachers of the Retarded Girl

Interest/Educational Level: Parents and teacher of mentally retarded girls

Reading Level:

Format: Helps parents and teachers understand and adapt to needs of young MR girls.

Price:

Publisher: Kimberly-Clark Corp., The Life Cycles Center, Box 551-CK, Neenah, Wisconsin 54956

Subject Science

Title: Essay Library

Interest/Educational Level: Secondary

Reading Level:

Format:

Description: Non-fiction essays on the areas of physical, natural and social sciences.

Price:

Publisher: Acoustifone

Subject Science

Title: Discovering Rock and Minerals

Interest/Educational Level:

Reading Level:

Format: 4 filmstrips, 4 cassettes and user's guide

Description: Photographic illustrations tell the story of three classes of rocks — igneous, sedimentary, and metamorphic.

Price:

Publisher: Coronet Instructional Materials

Subject Science

Title: Conservation for Today's America

Interest/Educational Level:

Reading Level:

Format: 7 filmstrips, 4 cassettes, 6 guides in each kit, 2 kits

Description: Stresses importance of conservation of natural resources in these areas: soil, forest, water, wildlife, urban and land conservation.

Price:

Publisher: Singer/SVE

Subject Science

Title: The Changing Earth-Earth Science

Interest/Educational Level:

Reading Level:

Format: 12 transparencies, 16 duplicating masters

Description: Covers forces such as volcanoes, erosion, faulting, and uplifting and other forces which reshape the earth.

Price:

Publisher: Milliken

Subject Science

Title: Beginning Science Books

Interest/Educational Level: 1-7

Reading Level: 1-4

Format: 14 books

Description: Controlled vocabulary texts which regulate science concepts can be used as a science program or incorporated into a reading program.

Price: $1.00-$2.97 each

Publisher: Follett Pub. Co.

Subject Science

Title: Coordinated Vocational Education and Training Life Science Teacher Material

Interest/Educational Level:

Reading Level:

Format: Notebook

Description: Units of instruction can be ordered in the following areas: How the Body Works, Food and Life, Behavior, Disease Control, Heredity, Ecology

Price:

Publisher: Oklahoma State Dept. of Vocational and Technical Education

Subject Science

Title: Learning About Conservation

Interest/Educational Level: Intermediate-Jr High

Reading Level:

Format: 6 filmstrips, 6 cassettes and user's guide

Description: Helps students understand the value of conservation and the use and misuse of our natural resources.

Price:

Publisher: Coronet Instructional Materials

Subject Science

Title: Investigating Insects

Interest/Educational Level:
Intermediate-Jr. High

Reading Level:

Format: 6 filmstrips, 6 cassettes

Description: Covers physical characteristics behavior patterns habitats, special adaptation for feeding and protection, etc.

Price:

Publisher: Coronet Instructional Materials

Subject Science

Title: Life Cycles

Interest/Educational Level:

Reading Level:

Format: 5 filmstrips, 5 cassettes, teacher's guide

Description: A study of the life cycles of different kinds of animals, tracing their development from birth thru maturity to death.

Price:

Publisher: National Geographic Society

Subject Science

Title: Investigating Electricity

Interest/Educational Level:
Intermediate, Secondary, Jr. High

Reading Level:

Format: 6 filmstrips, 6 cassettes and filmstrip guide

Description: Some topics covered are: producing electricity, making circuits, controlling circuits, light and heat from electricity, etc.

Price:

Publisher: Coronet Instructional Materials

Subject Science

Title: Kingdom of the Animals

Interest/Educational Level:

Reading Level:

Format: 5 filmstrips, 5 cassettes, teacher's guide

Description: Covers African animals, American wildlife, chimpanzees, reptiles, and insects.

Price:

Publisher: National Geographic Society

Subject Science

Title: Weather

Interest/Educational Level: 5-9

Reading Level:

Format: 20 transparencies, 20 dup. masters

Description: Covers: The Atmosphere, Cloud Types, Weather Instruments, Storms, etc.

Price:

Publisher: Milliken

Subject Science

Title: This World of Energy

Interest/Educational Level:

Reading Level:

Format: 5 filmstrips, 5 cassette tapes, teacher's guide

Description: Reviews history of man's use of energy historically and examines use of energy today and developments for the future.

Price:

Publisher: National Geographic Society

Subject Science

Title: Seed Plants

Interest/Educational Level: Secondary

Reading Level: 8 filmstrips, 8 cassettes, user's guide.

Description: Through the use of colorful illustrations and diagrams, numerous plants are included.

Price:

Publisher: Coronet Instructional Materials

Subject Science

Title: The Universe

Interest/Educational Level:

Reading Level:

Format: 6 filmstrips, 6 cassettes, teachers guide

Description: Presents earth's beginning, space exploration, and search for clues to the origin of the Universe.

Price:

Publisher: National Geographic Society

Subject Science

Title: Mapping — Earth Science Series

Reading Level: 5.0

Format: 12 transparencies, 16 duplicating masters

Description: Presents maps and activities to help student understand purpose, development and use of maps.

Price:

Publisher: Milliken

Subject Science

Title: Probe

Interest/Educational Level: K-12

Reading Level: 2-12

Format: Covers science enrichment — a collection of projects, games and activities.

Price: $5.25

Publisher: Educational Service, Inc.

Subject Science

Title: Powers of Nature

Interest/Educational Level:

Reading Level:

Format: 5 filmstrips, 5 cassettes, teacher's guide

Description: Scientific efforts to understand, predict and control upheavals of nature. Some topics include Weather and Man, Floods, Fires, Earthquakes.

Price:

Publisher: National Geographic Society

Subject Science

Title: Saving What's Left

Interest/Educational Level:

Reading Level:

Format: 6 filmstrips, 3 cassettes

Description: Covers conservation of our resources. Some titles include: Adding to Our Resources, What's Conservation.

Price:

Publisher: Eye Gate

Subject Science

Title: Earth Science

Interest/Educational Level:

Reading Level:

Format: 10 filmstrips, 5 cassettes, teacher's manual

Description: Some topics covered are: Time and Place on Earth, Beyond Pluto, Weather and Erosion.

Price:

Publisher: Eye Gate

Subject Science

Title: Exploring Ecology

Interest/Educational Level:

Reading Level:

Format: 5 filmstrips, 5 cassettes, teacher's guide

Description: Covers the relationships of plants and animals to different environments, concept of ecology, adaptation, food web, etc.

Price:

Publisher: National Geographic Society

Subject Science

Title: Earth Science

Interest/Educational Level: 5-9

Reading Level:

Format: 2 transparencies, 20 duplicating pages

Description: Content covers study of earth science and some of these areas: Earth's Shape and Composition, Volcanoes, Caves, etc.

Price:

Publisher: Milliken

Subject Science

Title: How the Jet Engine Works

Interest/Educational Level:

Reading Level:

Format: filmstrip w/narrative

Description: Color filmstrip that presents steps of how a jet engine develops thrust. Contains questions and answer section.

Price:

Publisher: American Gas Assoc.

Subject Science

Title: Earth, Home of Man

Interest/Educational Level:

Reading Level:

Format: 9 filmstrips, 5 cassettes, teacher's manual

Description: Explores different kinds of climate topography, natural resources, shows how geography affects our life.

Price:

Publisher: Eye Gate

Subject Science

Title: Science Goals

Interest/Educational Level:

Reading Level:

Format: Duplicating material

Description: Some topics covered: Plants Are Alike In Some Ways, People Need Plants, etc.

Price:

Publisher: Milliken

Subject Science

Title: Science To Advance Reading (Star Program)

Interest/Educational Level: Jr., Sr. High
Reading Level: 3.0

Format: Science Kit

Description: Highly motivational series designed to teach reading skills through science experiments and systematic skill development.

Price:

Publisher: Bell and Howell

Subject Science

Title: Science 1, General and Space Science

Interest/Educational Level:

Reading Level: 3.0-6.0

Format: Book

Description: Book of visuals and narratives to use to make sound pages. Examples of topics are: Honeybees and Their Work, What Makes A Rainbow

Price:

Publisher: R. K. Black & Co.

Subject Science

Title: Sea Life

Interest/Educational Level:

Reading Level:

Format: 5 filmstrips, 5 cassettes and teacher's guide

Description: Contents cover various adaptations of life to marine environment. Some topics include: The Shell Builders, Curiosities of the Sea, etc.

Price:

Publisher: National Geographic Society

Subject Science

Title: Science Search

Interest/Educational Level:

Reading Level: 5.0

Format: 25 paperback books (5 titles, 5 copies of each)

Description: Series of investigations that are interesting to the student divided into sequential units.

Price:

Publisher: Scholastic Book Service

Subject Science

Title: Science 2, Botany, Geology, Human Structure

Interest/Educational Level:

Reading Level: 3.0-6.0

Format:

Description: Visuals and narratives designed to make sound pages. Examples are: Flowering Plants, The Ear, Rock and Minerals.

Price:

Publisher: R. K. Black, 3M Co.

Subject Science

Title: Science Principles in Space Travel

Interest/Educational Level:
Jr. - Sr. High

Reading Level: Jr. Sr. High

Format: 5 filmstrips (color), 5 cassettes, guide

Description: Covers space exploration including orbital maneuvers necessary for travel to Mars, Venus.

Price:

Publisher: Coronet

Subject Science

Title: Machines and Work

Interest/Educational Level: 5-9

Reading Level:

Format: 20 transparencies, 20 spirit duplicating masters

Description: Some topics covered are: Understanding, Origin of Machines, Learning about Simple Machines, Learning About Complex Machines.

Price:

Publisher: Milliken

Subject Science

Title: Small Worlds of Life

Interest/Educational Level:

Reading Level:

Format: 7 filmstrips, 7 cassettes, teacher's guide

Description: Explores and explains ecological communities in different environments.

Price:

Publisher: National Geographic Society

Subject Science

Title: Magnetism and Electricity

Interest/Educational Level: 5-9

Reading Level:

Format: 20 transparencies, 20 duplicating pages

Description: Some titles covered are: Kinds of Magnets, The Earth is a Magnet, Compasses, Static Electricity, etc.

Price:

Publisher: Milliken

Subject Science

Title: Kingdom of Plants

Interest/Educational Level:

Reading Level:

Format: 5 filmstrips, 5 cassettes, teacher's guide

Description: Covers diversity of plants, plant structure, reproduction and photosynthesis etc.

Price:

Publisher: National Geographic Society

Subject Science

Title: Science Reading Adventures

Interest/Educational Level: Secondary

Reading Level:

Format: 6 books

Description: Series designed for reluctant readers contains short science-related articles and activities that reinforce reading skills and develop science background.

Price: $.45 each

Publisher: Xerox

Subject Science

Title: Nature of Science and Origin of Life

Interest/Educational Level: Jr. & Sr. High

Reading Level:

Format: 12 transparencies, 16 duplicating pages

Description: Some titles include: Origin of Science, Conceptual Scheme, Earth's Place in the Solar System, etc.

Subject Sex Ed.

Title: Teaching Sex Education: A Guide for Teachers

Interest/Educational Level: Teacher resource for grades 6-8

Reading Level:

Format:

Description: Resource of classroom methods for teaching sex ed., sample lesson plans, student and parent questionnaire, bibliography, etc.

Price: $2.00

Publisher: Fearon Publishers

Subject Sex Ed.

Title: A Social Attitude Approach to Sex Ed. for the EMR

Interest/Educational Level: Teachers Ed.

Reading Level:

Format: Curriculum guide

Description: Sequential program on sex ed. for MR child, pre-primary through adolescence.

Price:

Publisher: Special Education Development Center, Iowa

Subject Sex Ed.

Title: Man and Woman — Set PSE

Interest/Educational Level: Secondary

Reading Level:

Format: Filmstrips

Description: Good for small group or indiv. Covers: Woman-Menstruation, Man-Intercourse, Childhood.

Price: $21.50 each, $59.50 set of three

Publisher: Denoyer-Geppert Audio Visuals

Subject Sex Ed.

Title: Like Other People

Interest/Educational Level: Jr. High-College

Reading Level:

Format: Film, color

Description: Deals with sexual emotional needs of physically handicapped persons.

Price: $375.00

Publisher: Perennial Education

Subject Sex Ed.

Title: Love, Sex and Birth Control for the Mentally Retarded. A Guide for Parents

Interest/Educational Level: Parent Education

Reading Level:

Format: Book

Description: Clearly written book for parents of MR youngsters.

Price:

Publisher: Planned Parenthood Association, Philadelphia, Pa.

Subject Sex Ed.

Title: Points of Departure — Set PSC

Interest/Educational Level: Secondary

Reading Level:

Format: Filmstrips

Description: Raises questions about sexual morality, consequences of actions and helping today's youth decide what is right for him/her.

Price: $21.50 each set of 10 — $195.00

Publisher: Denoyer-Geppert Audio Visuals

Subject Sex Ed.

Title: Protect Yourself from Becoming An Unwanted Parent

Interest/Educational Level: Secondary

Reading Level:

Format: Booklet

Description: Written in comic book style for the low reader, covers all facets of sex education.

Price:

Publisher: Ed-U Press

Subject Sex Ed.

Title: Reproductive System

Interest/Educational Level: Secondary

Reading Level:

Format: Transparencies (3)

Description: Reproductive system in male and female.

Price: $3.35, $5.05, $4.75

Publisher: GAF Corp.

Subject Sex Ed.

Title: Selective Guide to Material for Mental Health and Family Life Education

Interest/Educational Level: Teacher resource

Reading Level:

Format:

Description: Resource of publications and educational materials in sex ed., child growth, and devl., drugs, crime, health, maturity, age.

Price: $35.00

Publisher: Perennial Education Inc.

Subject Sex Ed.

Title: Marriage

Interest/Educational Level: Elem.-Sr. High

Reading Level:

Format: 16mm or 8mm super color 17 mins.

Description: Concepts and ideas for discussion of marriage.

Price: $230.00, rental $23.00

Publisher: Perennial Education, Inc.

Subject Sex Ed.

Title: Human Reproduction 100 (Revised)

Interest/Educational Level: Secondary

Reading Level:

Format: Slides, teacher's manual

Description: 80 full color slides showing structure of male and female reproductive systems.

Price: $55.00

Publisher: Guidance Assoc.

Subject Sex Ed.

Title: Human Sexuality

Interest/Educational Level: Secondary

Reading Level:

Format: Filmstrip (6), Cassette (3)

Description: Series of awareness of physical and pyschological drives and how they should be handled.

Price: $58.50 entire set, $7.50 per filmstrip

Publisher: Eye Gate

Subject Sex Ed.

Title: Love and the Facts of Life

Interest/Educational Level: Secondary

Reading Level:

Format: Filmstrip series (5)

Description: Sophisticated production of sex education and emotional problems.

Price: Filmstrips w/cassettes $46.00 and study guides, filmstrip w/records $51.50 & study guides.

Publisher: Benefic Press

Subject Sex Ed.

Title: Learning to Live

Interest/Educational Level: Secondary

Reading Level:

Format: 16mm (color)

Description: Visual explanation of physical aspects of sex.

Price: $220.00

Publisher: Denoyer-Geppert Audio Visuals

Subject Sex Ed.

Title: What It Means To Grow Up

Interest/Educational Level: Adolescent boys

Reading Level:

Format: Record

Description: Healthy story of growing up.

Price: $6.00 LP 163

Publisher: Kimbo Educational.

Subject Sex Ed.

Title: How to Understand Sex

Interest/Educational Level:

Reading Level:

Format: Straight forward & sound discussion of sex.

Description:

Price: $6.95

Publisher: W. J. Anderson, Ph.D., Denison Library Book Service.

Subject Sex Ed.

Title: For Youth to Know, The Basic Science of Reproduction

Interest/Educational Level: Secondary

Reading Level:

Format: Text

Description: Text discusses the various aspects of reproduction, courtship, marriage and veneral disease.

Price:

Publisher: Laidlaw Brothers

Subject Sex Ed.

Title: Venereal Disease: Man Against a Plague

Interest/Educational Level: Secondary

Reading Level:

Format: Booklet, teacher's manual

Description: Acquaints students with medical, social and educational aspects of VD.

Price: $1.00, free teacher's manual

Publisher: Fearon Publishers

Subject Sex Ed.

Title: Teen Age Popularity and Manners

Interest/Educational Level: Secondary

Reading Level:

Format: Book

Description: Book stresses rules governing acceptance by others.

Price: $4.95

Publisher: M. E. Crady, Denison Library Bk Serv.

Subject Sex Ed.

Title: Ten Heavy Facts About Sex that Your Friends Don't Know

Interest/Educational Level: Secondary

Reading Level:

Format: Comic book format

Description: Simple direct language for kids with reading difficulties.

Price:

Publisher: Ed-U-Press

Subject Sex Ed.

Title: The Story of Growing Up

Interest/Educational Level: Adolescent girls

Reading Level:

Format: Record

Description: Healthy story of growing up.

Price: $6.00

Publisher: Kimbo Educational

Subject Sex Ed.

Title: VD Clapstrap

Interest/Educational Level: Secondary

Reading Level:

Format: Comic book

Description: Basic information about VD in Spanish and English.

Price:

Publisher: Ed-U-Press

Subject Sex Ed.

Title: VD Every 30 Seconds

Interest/Educational Level: Elem.-Sr. High

Reading Level:

Format: 16mm or 8mm super color 17 mins.

Description: Dramatizes V.D. situation — its epidemic proportions, effects of untreated V.D., etc.

Price: $210.00, $21.00 rental

Publisher: Perennial Education Inc.

Publishers and Addresses
(Commercial Instructional Materials)

AAHPER Publications
1201 16th Street, N.W.
Washington, D.C. 20036

Abt Publishers
55 Wheeler Street
Cambridge, Massachusetts 02138

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Acoustifone Corporation,
Subsidiary of Audiotronics
7428 Bellaire Avenue
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North Hollywood, California 91809

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Menlo Park, California 94025

AIMS Instructional Media Services, Inc.
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Hollywood, California 90028

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Behavioral Research Laboratories, Inc.
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1900 N. Narragansett
Chicago, Illinois 60639

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School and Library Services
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New York, New York 10017

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P.O. Box 10459
Eugene, Oregon 97401

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GAF Corporation—Office Systems Division
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Mahwah, New Jersey 07430

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Bureau of Labor Statistics
1515 Broadway
New York, New York 10036

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620 South Fifth Street
Louisville, Kentucky 40202

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Pasadena, California 91109

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Philadelphia, Pennsylvania 19107

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H. Wilson Corporation
555 West Taft Drive
South Holland, Illinois 60473

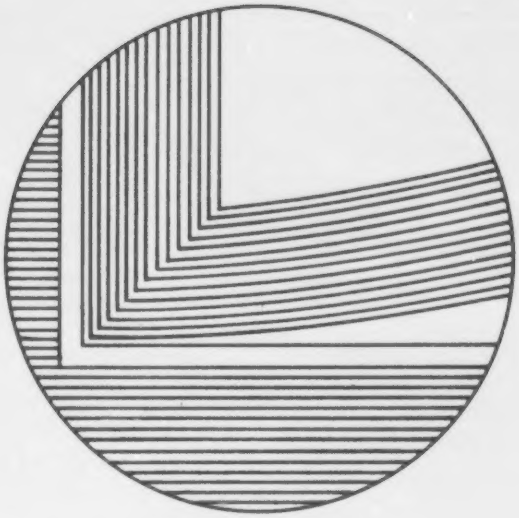
Winston Press
1511 K Street NW
Washington, D.C. 10005

Wollensak
3M Company
3M Center
St. Paul, Minnesota 55101

Xerox Education Publications
Education Center
Columbus, Ohio 43216

Zaner-Bloser
612 N. Park St.
Columbus, Ohio 43215

Professional References



APPENDIX F (I)

WHITTIER AREA COOPERATIVE

I. POSITION: RESOURCE SPECIALIST

The Resource Specialist is supervised by the school administrator and is provided the services of a full-time equivalent instructional aide.

A. PROFESSIONAL QUALIFICATIONS

1. The Resource Specialist is a credentialed special education teacher or meets standards prescribed by the State Board of Education, including three or more years of full-time teaching experience, and the completion of, or enrollment in, an advanced preparation program in special education. (See AB 4040, Section 7018.1.) Subject to State Board of Education Rules and Regulations for AB 4040.

2. The Resource Specialist should have skills and knowledge related to:

   a. Techniques in diagnosis and assessment.

   b. Learning theories and their application for individuals with exceptional needs.

   c. Principles of growth and development.

   d. Techniques in writing appropriate objectives for students.

   e. Consultation and coordination.

   f. Organization and scheduling for the required number of students within the regular school structure.

   g. Techniques in training aides.

B. PROFESSIONAL EXPERIENCE

Minimum of three years full-time successful teaching, including regular classroom and special education experience (subject to State Board of Education Rules and Regulations for AB 4040).

C. PERSONAL QUALIFICATIONS

1. Ability to work effectively with other staff members, parents, and individuals with learning handicaps.

2. Ability to set goals and limits for self and students in realistic terms; recognizes physical demands of the job.

3. Ability to organize materials and resource information in the appropriate manner so that it is readily available.

4. Ability to accept comments and/or suggestions with mature and objective insight.

5. Ability to interpret data in the most relevant manner with consideration for each child's unique problems.

6. Characteristics, such as:
    a. Flexibility — can adapt to various situations, and/or differing points of view.
    b. Warm personality — relates well to adults and children.
    c. Empathic — can incorporate needs and perceptions of others in working out solutions to problems.
    d. High degree of emotional stability.
    e. Self-starting, creative and resourceful.
    f. Supports philosophy of Master Plan; willing to accept situations concomitant with experimental program as a starting point.

SAN JUAN UNIFIED

Supervision of:

Classified staff as assigned (i.e., student assistants, instructional aide).

Responsible to:

Jointly supervised by site administrator and area Program Specialist.

Work Year:

Ten (10) months.

Duties and Responsibilities:

1. Provides leadership for School Appraisal Team.
2. Coordinates and implements findings of the School Appraisal Team.
3. Determines need for Educational Assessment Service and/or other consultant services.
4. Serves as a member of the Educational Assessment Service, as required.
5. Coordinates and interprets findings of the Educational Assessment Service.
6. Provides for inservice training for building staffs in areas of CPSE implementation, testing, curriculum development, behavioral management, use of materials, techniques, and equipment, and evaluation of student progress.
7. Implements instructional plans for individual students assigned to Resource Specialist Program.
8. Participates in the evaluation of the Resource Specialist Program.
9. Evaluates student progress.
10. Selects, trains, supervises, and evaluates teacher aides.
11. Conferences with parents of Resource Specialist Program students.
12. Coordinates and supervises pre/post-assessment of student growth in academic achievement, self-concept, and social skills.
13. Provides for counseling/instructional program of exceptional students.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

GENERAL

The Resource Specialist shall be responsible for discharging all duties and responsibilities assigned by the Title VI-B Pre-Implementation Project and general duties assigned by the building principal where the Resource Specialist Program is located.

She/he will be responsible for the coordination of the instructional program within the parameters so specified by the project.

SPECIFIC RESPONSIBILITIES

The Resource Specialist shall be accountable to the Title VI-B Pre-Implementation Project and the building principal for:

1. Participating as a member of the School Appraisal Team when a potential pupil for the class is being considered; when pupils enrolled in the class are being re-evaluated; or when a pupil is received.
2. Holding a conference with the parents of a pupil who will be enrolled in the Resource Specialist Program to report the action and recommendations of the School Appraisal Team and discuss any other pertinent information helpful to the pupil and parents.
3. Establishing a system for continuous and accurate recording of pupil progress, parent conferences, and other data required under the Santa Barbara County Comprehensive Plan for Special Education Pre-Implementation Project, 1974/75, a Title VI-B application.
4. Individualizing the instructional program for each of the pupils enrolled, (up to 20).
5. Establishing an instructional environment which will include the appropriate approved courses of study, instructional media, supplies, and equipment to effectively and efficiently support/manage/meet the learning needs of pupils enrolled.
6. Holding necessary conferences with receiving teachers regarding Resource Specialist Program pupils released from the program by the School Appraisal Team.
7. Holding a minimum of four conferences per pupil, per year (two per semester).
8. Writing specific educational objectives within 45 days after the pupil is enrolled in the class. As educational objectives are revised or changed, they will be properly documented.
9. Insuring regular courses are secured for the coming semester for those pupils released from the program by the School Appraisal Team.
10. Insuring that accurate data pertaining to course completion, units of credit, and other pertinent data are placed on the permanent record card of the pupil.

SPECIFIC DUTIES

The high school Resource Specialist shall perform the following specific duties:

1. Administer diagnostic and other specified pupil assessment measurements to determine instructional levels, excluding those tests reserved for Psychological Services.
2. Individualize instructional learning plans and assignments to ameliorate learning handicaps, with concurrence of the School Appraisal Team, and will coordinate the program with regular classroom teacher.

3. Instruct approved courses of study based upon defined individual instructional learning plans.
4. Evaluate pupil's progress based upon defined individual instructional learning plans on prescribed forms.
5. Establish sound interpersonal relations with pupils, parents, teachers, and other personnel.
6. Participate in approved workshops and conferences.
7. Coordinate all orders for materials and equipment provided for in the budget.
8. Perform those duties as assigned by the principal.

SPECIFIC AUTHORITY

Within the confines of State laws, Santa Barbara County Comprehensive Plan for Special Education Pre-Implementation Project, Title VI-B application, district policy, and the general supervision of the principal, the Resource Specialist has the authority to:

1. Administer pupil assessment measurements, excluding those tests reserved for Psychological Services.
2. Determine instruction learning plans (individualized) for pupils with concurrence of the School Appraisal Team.
3. Evaluate pupil progress on prescribed forms.
4. Make recommendations to the regular classroom teacher regarding grades and credits.
5. Make recommendations to the School Appraisal Team regarding changes which better meet the needs of the pupil.

RESOURCE SPECIALIST: JOB DESCRIPTIONS

STANISLAUS COUNTY

The position described below is available for the 1976-77 school year in the County and Districts within Stanislaus County.

TITLE OF POSITION: Resource Specialist.

ANNUAL EMPLOYMENT PERIOD: Determined according to employing district's policy.

ANNUAL SALARY: Determined according to employing district's policy.

CREDENTIAL AND EXPERIENCE REQUIREMENTS: A Special Education Credential, certification of competence by employing district, and three (3) years of teaching experience — part of which may be waived.

MAJOR DUTIES AND RESPONSIBILITIES:

A. Participate as a member of the School Appraisal Team in coordinating the referral and processing, as well as coordinating or performing the needed assessment required to determine the pupil's educational needs and placement.

B. Act as a resource to the school staff in the resource specialist's areas of expertise, i.e. assessment, remediation of basic skills, etc.

C. Be responsible as a member of the S.A.T., in conjunction with other S.A.T. members and the pupil's teachers, for developing and updating the Written Instructional Plan for a pupil placed in a Resource Specialist Program and/or receiving Designated Instruction and Services.

D. Assist the on-site administrator and staff in the development of new and innovative programs, inservices, workshops, etc., to assist in meeting the needs of pupils with exceptional needs in the regular classroom program.

E. Provide remedial instruction as prescribed in the Written Instructional Plan for those pupils identified as having learning handicaps and as not requiring on-going, long-term instruction provided through Designated Instruction and Services or special day class placement. Such instruction for a particular pupil shall be for less than half the school day.

F. Help coordinate all efforts to appropriately involve parents in S.A.T. proceedings and in the implementation of the Written Instructional Plan.

G. Perform other duties as assigned.

H. Directly responsible to the building principal, or designee, with Items A through G to be prioritized and a reasonable caseload (maximum 24) determined by the principal, as advised by the S.A.T. and other staff members.

TRAINING

Required: — Exceptional Children — Special Education Credential
— Advanced training in Special Education

Preferred: — Master of Arts Degree in Special Education
— Standard Secondary Credential
— Pupil Personnel Credential

EXPERIENCE

Required: — That required for the credential

Preferred: — Successful classroom teaching experience at the high school level in Special Education
— Successful classroom teaching experience in the regular program at the high school level
— Successful classroom teaching experience in the Special Education or regular program at the elementary school level
— Experience in administering individual and group diagnostic and achievement tests
— Experience in the interpretation of the aforementioned tests to pupils, parents, administrators and regular teachers.
— An awareness and understanding of Planning, Programming, Budgeting Systems (PPBS).

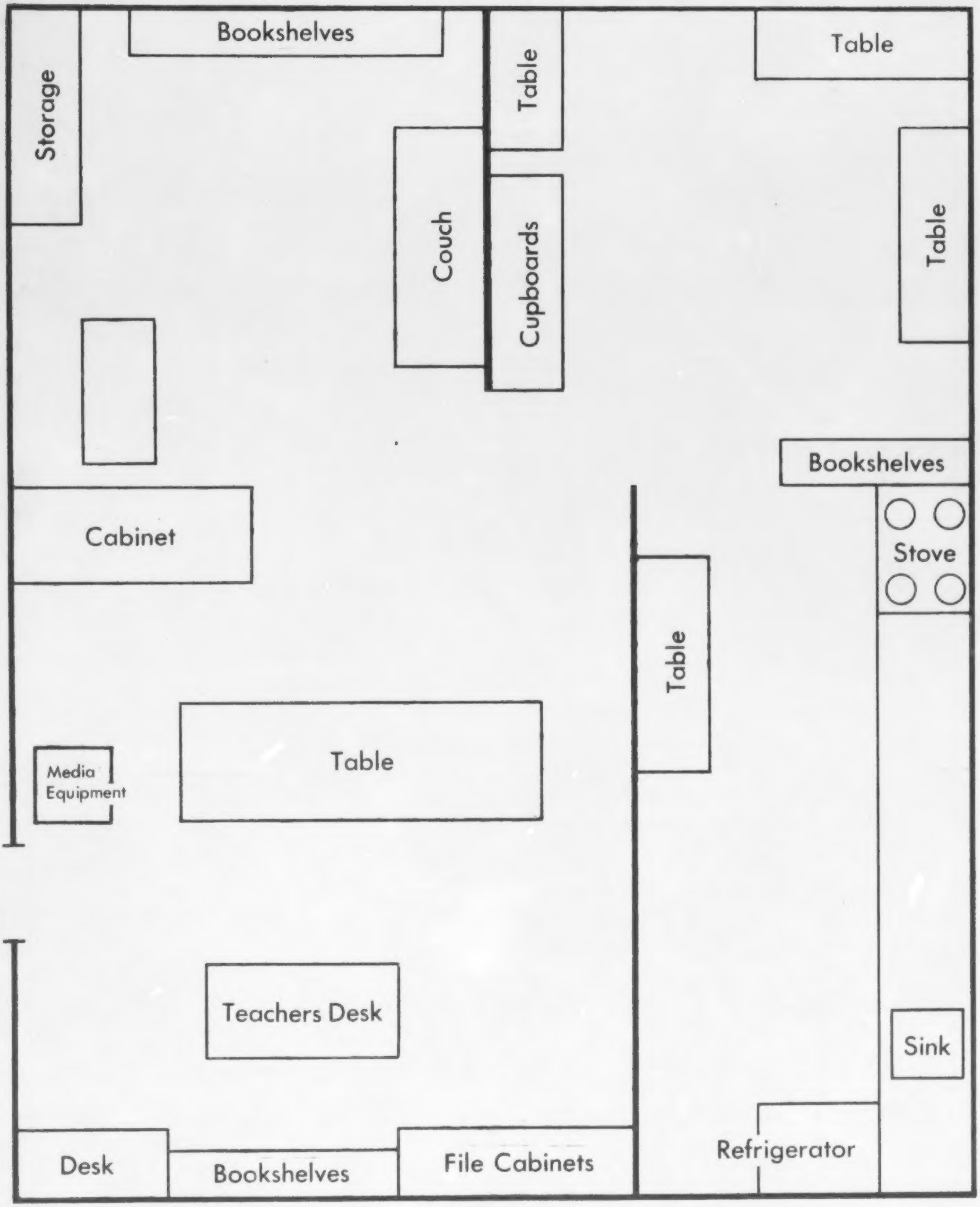
OTHER QUALIFICATIONS

Knowledge of:

- Innovative teaching techniques and methods with special reference to children with exceptional needs.
- Effective methods of internal grouping techniques both individually and in groups

Ability to:

- Assist in the development and implementation of the school program of assessment, instruction, evaluation, inter-personal relationships and community involvement.
- Communicate well, both verbally and in writing
- Establish and maintain cooperative and effective working relationships with pupils, faculty members and parents
- Assist pupils in making appropriate decisions in regard to their educational or career goals
- Assist pupils toward maximum effectiveness by recommending programming to meet their unique career and educational needs
- Plan and implement pre-service and inservice instructional media workshops for *special* and *regular* teachers.


Bookshelves
Storage
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Couch
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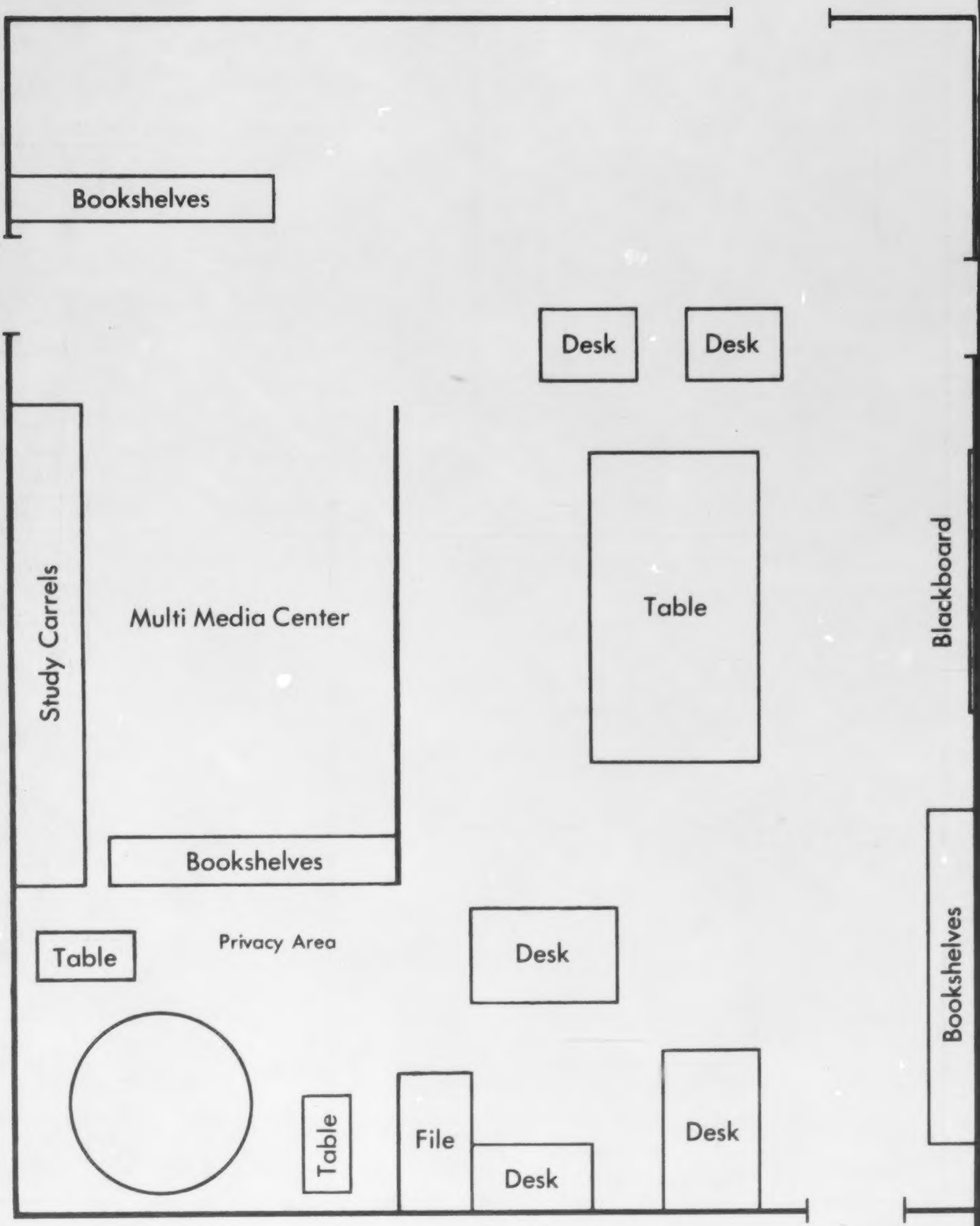
Teachers Desk
Sink
Desk
Bookshelves
File Cabinets
Refrigerator


Bookshelves
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Study Carrels
Multi Media Center
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Blackboard
Bookshelves
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Privacy Area
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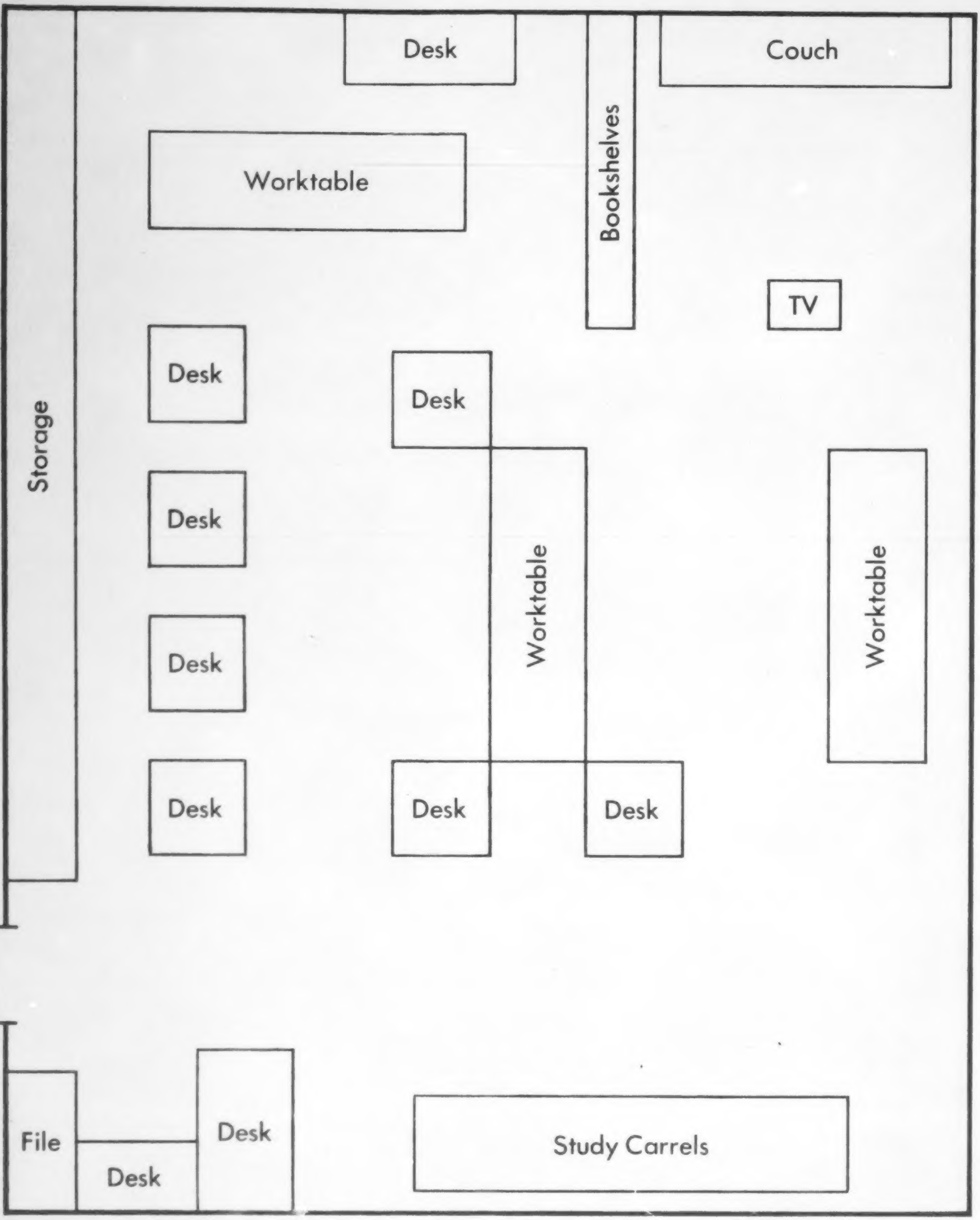
Desk
Bookshelves
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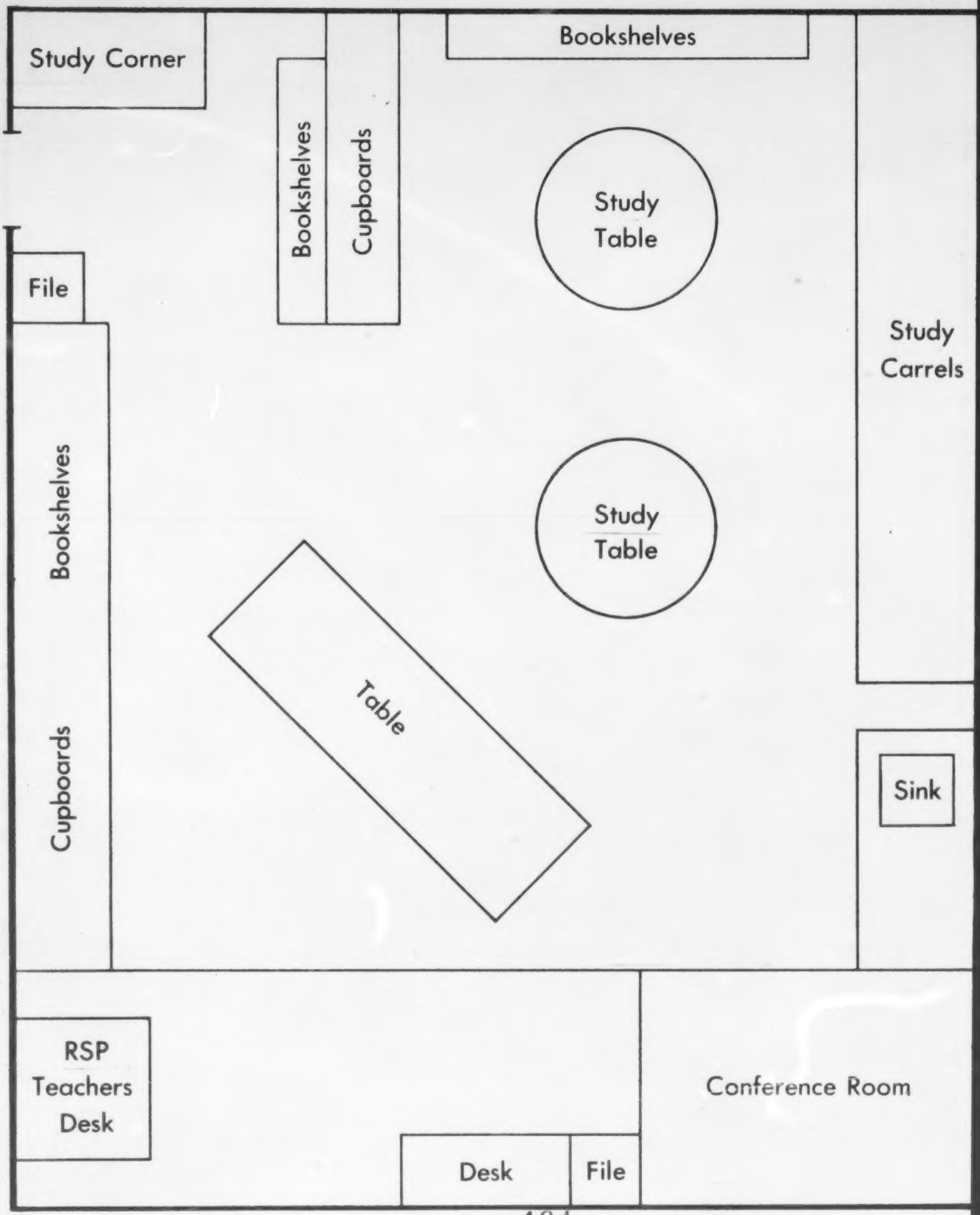
Study Carrels


Study Corner
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Study Table
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Study Carrels
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Cupboards
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Conference Room
Desk
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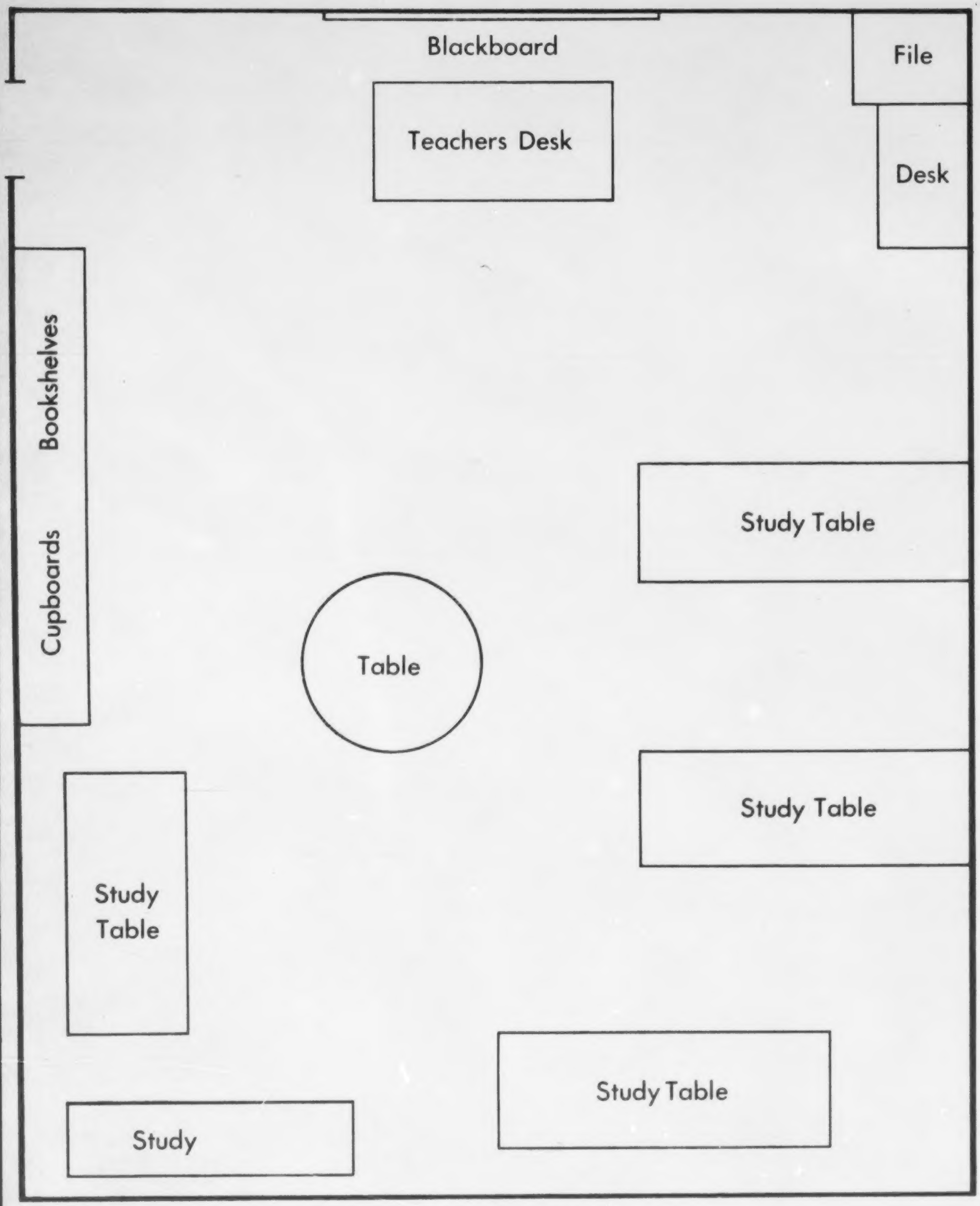
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APPENDIX F(II)

OVERVIEW OF DAY ONE

Lorna Russell
Resource Specialist

1. Check office to see if any new children with exceptional need have been enrolled.
2. Copy down the programs of those children in program who need to be observed and met with right away. Met with as many Spec. Ed. children as possible.
3. Assist our children with lockers and directions if necessary and show where they can come for assistance—Spec. Ed. Rooms.
4. Discuss children of concern with the nurse and speech therapist.
5. Check to see how the LDC and Deaf teachers are doing. Meet with some of their children.
6. Browse about the school to get acquainted, to observe classes and teachers and to let them know that I'll be in and about.
7. Talk with the Program Specialist to share any concerns and let her know how the first day is progressing.
8. Miscellaneous assistance wherever required in the halls as the need would arise.

AND DAY TWO . . . . .

1. Speech Therapist—in-service on Master Plan.
2. Change of program with V. Prin. and LDC and child referred for special placement.
3. Discussion with nurse and speech therapist about weekly schedule.
4. Talking to teachers at break about children already noticed for possible referral.
5. Consultation with nurse about beginning medical workup.
6. Call to SMP office about concern—CRITERIA FOR REFERRAL.
7. Meeting with principal, psychologist about definite criteria for regular classroom teachers-department meetings.
8. LDC and Deaf teacher in-service in REO.
9. Phone calls received pertaining to placement meeting, and meeting on 'diagnostic prescription.'
10. Receiving parent call about concern for child's adaptability in class requiring hand-eye coordination, and possible interventions.

AND ON TO THE THIRD DAY . . .

1. Physical organization of boxes and miscellaneous typing in my office. Letters sent to parents of Special Education youngsters now known to be in program from Orange Grove School.
2. Visit to LH and Deaf classes to see about daily needs.
3. Short counseling session with the LH teacher and child. Child is asking for help. No referrals yet on him. Will check records.
4. Receiving referrals from the classroom teachers already.
5. Meeting in my office with the Program Specialist, Principal, psychologists, nurse, LH and Deaf teachers and myself to discuss criteria for teachers making referrals and procedures to bring about more classroom teacher interaction with Special Education possible candidates—assessment and prescriptions, school resources.

6. Meeting at Starr King regarding a new child to Churchill requiring a Special Education class placement.
7. Parent telephone contact to let the parent know the procedures involved before an appropriate placement will take place. A meeting was arranged to meet with the child and parent at the office Tuesday for enrollment.
8. Parent conference regarding child being brought up for RS placement to obtain consent for further data from the speech therapist and nurse for Thursday's first SAT meeting. Data complete from the Calif. Diagnostic School in S.F. Parent invited to attend the meeting.

IT'S FRIDAY

1. Clerical duties in preparation for teacher in-service lunch meetings for the next three meetings.
2. Visitation to Billy Mitchell to observe a girl for possible placement in our special education program. The speech therapist, LH teacher and I met with the speech therapist at Billy Mitchell, the child's fourth, fifth, and current sixth grade teachers as well as the teacher assistant in the LH classroom who has worked with the sixth grade girl. A discussion of all the possible alternatives for special education placement took place in my office upon our return.
3. Child taken from classroom to counsel a bit—concerned parent telephone call.
4. Dates set with principal for in-service for teachers.
5. Off to lunch with the Resource Specialists and the Program Specialist.
6. Resource Specialists' weekly meeting.
7. Parent contact and speech therapist contact regarding Billy Mitchell child.

TASK SHEET 1

COMMUNICATION/COORDINATION LINKS

As you become acquainted with your school(s) during the day, please complete the answers to the following questions. Scheduling an interview with your principal may assist you in obtaining some of the answers quickly.

1. What general student population is served by the school? (e.g., consider characteristics such as ethnic distribution, socioeconomic status, mobility, etc.)

2. What parent/community groups are active with the school? Who is the contact person for these groups?

GROUP **CONTACT PERSON**

3. Are parent/community volunteers active in classrooms or programs at the school? Who is the contact person for such volunteers?

4. What special education programs are available to the school? Who are the teachers?

PROGRAM **TEACHER**

5. What other programs and support services are available to the school? List these programs and services and name the person who is responsible for the program or provides the services (e.g., career education programs, compensatory education programs, psychological services, speech and language services, reading specialists, etc.)

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PROGRAM/SERVICE **DELIVERY PERSON**

6. Who is your principal?

   How long has he been at the school?

   What is his attitude toward special education?

   How does he feel about the Resource Specialist Program?

7. Who are the vice-principals and department heads? List the areas of responsibility or departments and name the person responsible.

AREA **RESPONSIBLE PERSON/ADMINISTRATOR**

8. Who is your program specialist?

   How can she be reached?

RESOURCES TO EDUCATIONAL AND COMMUNITY SERVICES

California Regional Resource Center. *Guide to assessment, prescriptive and related services for the handicapped in California.* (Volumes I and II) Los Angeles: California Regional Resource Center, 1976.

Vander-Beugle, Donna. *The sourcebook of educational agencies and addendum.* Los Angeles: California Learning Resource Center, 1976.

California Association of Children's Residential Center. *Directory.* Boys Republic Press, 1974.

Sacramento City Unified School District. *Community resources for children with exceptional needs.* Sacramento: Sacramento City Unified School District, 1976.

Barnes, Ellen; Eyman, Bill and Engalz, Maddy Bragari. *Teach and reach: An alternate guide to resources for the classroom.* Syracuse, New York: Human Policy Press, 1974.

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What's Happening???

Special Agenda Number 8

*1. All master plan meeting today in Winston Churchill
Library 3-4:30.

*2. How about aides joining us for lunch?

3. EAS's and SAT's coming up.
   a. Kathy EAS (L.H.) Tuesday at 2 p.m.
   (Info. must be in today)
   b. Kim SAT January 8 at 9 a.m.
   c. Steve SAT January 8 at ?

4. What's new?
   Joyce
   Mary
   Mary Kevin
   Jeanette
   Jackie

5. We need some suggestions from you on Language class Jackie is developing for L.H. students.
   a. how to screen students
   b. how and what to pre-post test to evaluate
   c. best period to teach . . . 6 or 7.

STUDENT EVALUATION OF SCHOOL APPRAISAL TEAM MEETING

DATE:

1. Did you like being present at the School Appraisal Team Meeting (SAT) to discuss your educational planning? If not, why not?

2. Did you feel that you had some say in this planning? If not, why not?

3. Do you think it's a good idea for students to be present at this meeting? If so, why? If not, why not?

RESOURCES FOR PARENTS

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Madsen, C. K. and Madsen, C. H., Jr. *Parents/Children/Discipline: A positive approach.* Boston: Allyn and Bacon, Inc., 1972.

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Christensen, O. C., Merten, F. T. and Mead, D. E. *A guide to parents.* Eugene, Oregon: School of Education, Division of School Psychologist Services, University of Oregon, 1966.

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Pasanella, A. L. and Volkmor, C. B. *Coming back . . . or never leaving: Instructional programming for handicapped students in the mainstream.* California Regional Resource Center: Los Angeles, 1976.

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Brown, G., *Human teaching for human learning.* New York: Viking Press, 1971.

Gordon, T., *Parent effectiveness training.* New York: Peter H. Wyden, 1970.

Gordon, T., *Teacher effectiveness training.* New York: Peter H. Wyden, 1974.

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Passons, W., *Gestalt approaches in counseling.* New York: Holt, Rinehart and Winston, 1975.

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APPENDIX F (III)

FLANDERS CATEGORIES FOR INTERACTION ANALYSIS

TEACHER TALK	INDIRECT INFLUENCE	1. * ACKNOWLEDGES FEELINGS: Clarifying or dealing with the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included.
		2. * PRAISES OR ENCOURAGES: Praising or encouraging student action or behavior. Jokes that release tension, but not at the expense of another individual: nodding head, or saying "um hm?" or "go on" and statements of confirmation such as "That's right" are included.
		3. * USES IDEAS OF STUDENTS: Clarifying, building on, summarizing, developing or repeating exactly the ideas suggested by a student. As teacher brings his own ideas into play, shift to Category 5.
		4. * ASKS QUESTIONS: Asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5. * LECTURES OR ORIENTS: Giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions.
		6. * GIVES DIRECTIONS: Giving directions, commands, or orders with which a student is expected to comply.
		7. * CRITICIZES OR JUSTIFIES AUTHORITY: Statements intended to change student behavior from nonacceptable to acceptable pattern. Bawling someone out. Using the fact that one is the teacher to justify a point or to counteract student response.
STUDENT TALK		8. * STUDENT TALK — LIMITED: A student makes a predictable response to teacher. Teacher initiates the contact or solicits student statement and sets limits to what the student says.
		9. * STUDENT TALK — UNLIMITED OR INITIATED: Open-ended or unpredictable statements in response to teacher. Talk by students, which they initiate. Shift from 8 to 9 as student introduces own ideas.
		10. * SILENCE OR CONFUSION: Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

*There is NO scale implied by these numbers. Each number is classificatory: it designates a particular kind of communication event. To write these numbers down during observation is to enumerate—*not to judge* a position on a scale.

From *Interaction Analysis: An Application to Nonverbal Activity*, Peggy Amidon, Minneapolis, Minnesota, Paul S. Amidon & Associates, Inc., 1971

SOME CHARACTERISTICS OF SECONDARY STUDENTS WITH LEARNING PROBLEMS

A. ACHIEVEMENT

1. Reading
    - 1.1 good word attack skills, poor comprehension
    - 1.2 high level of comprehension, poor word attack skills
    - 1.3 reads slowly, but on grade level
    - 1.4 oral reading is not fluent (substitutes or omits words, ignores punctuation, halting word approach)
2. Written Expression
    - 2.1 difficulty completing written assignments
    - 2.2 poor hand/eye coordination for writing
    - 2.3 problems copying assignments
    - 2.4 deficient syntactical skills
3. Spelling
    - 3.1 phonetic speller
    - 3.2 spelling ability below reading comprehension level
    - 3.3 visual speller
4. Math
    - 4.1 poorly developed math concepts
    - 4.2 difficulty performing mathematical operations
    - 4.3 difficulty transferring math concepts to practical application
5. Consistent low grades in one or more subject areas
    - 5.1 problems completing class assignments
    - 5.2 "bombs out" on tests
    - 5.3 inadequate study skills
6. Poor development of Logical Reasoning
    - 6.1 has difficulty dealing with abstract thinking
7. Difficulty in Applying/Generalizing Past Learning
8. Limited Verbal Expressiveness
    - 8.1 difficulty retrieving appropriate words to describe concepts
    - 8.2 more proficient in another language
    - 8.3 speaks non-standard English
9. Low Fund of General Information
    - 9.1 inadequate awareness of career options
    - 9.2 does not see relevance of academics or career preparation
10. Prefers to participate in activities that do not require academic skill.
    - 10.1 Sports
    - 10.2 Art

B. WORK HABITS

1. Organization
    - 1.1 scattered approach to activities
    - 1.2 difficulty in organizing time effectively when a long term assignment is given
2. Difficulty Completing Assignments
    - 2.1 slow worker
3. Lack of Concentration on Goal-Directed Projects

4. Memory
    4.1 has difficulty remembering sequence of activities, following written or oral directions
    4.2 "knows" something one day, "forgets" it the next
    4.3 forgets to bring materials to class
5. Often Late to Class
6. Loses Possessions
7. Difficulty in Choosing from Alternatives
8. Difficulty Shifting Activities
9. Easily Distracted by Noises, Movement, Visual Stimuli

C. MOTIVATION
1. Mood Swings
    1.1 outbursts of temper
    1.2 over-reaction to routine demands
2. Appears Discontent, Passive, Uninvolved, "Turned Off"
3. Disruptive, Acts Out, Tries to Get Attention
4. Resists Authority
    4.1 delinquent
    4.2 truant (cuts or leaves school when feels pressure)
    4.3 does not follow school rules
5. Truant
6. Excessively Anxious
    6.1 expresses unrealistic fears
    6.2 worries a lot about performance
7. Makes Self-Derogatory Statements
    7.1 difficulty expressing positive feelings
    7.2 difficulty accepting "strokes"
    7.3 gives up emotional needs; acts the "tough guy"
8. Does not feel in control of own destiny; feels others are responsible

D. MATURITY
1. Over-Dependent on Teachers, Parents
    1.1 seeks constant approval
2. Smaller or Larger Than Peers
3. Yields Quickly to Immediate Pressure
    3.1 has trouble standing up for rights
    3.2 difficulty coping with peer harassment
4. Difficulty anticipating others behavior, consequences of action
5. Difficulty Controlling Own Behavior
6. Makes Snap Judgments

E. PHYSICAL CHARACTERISTICS
1. Partially Sighted Or Blind
2. Hard of Hearing or Deaf
3. Orthopedically Handicapped
4. Drug Produced Behavior
    4.1 "spacing out" in class
    4.2 lethargic
5. Excessively Restless, Hyperactive
6. Other Health Problems
    6.1 epilepsy
    6.2 allergies
    6.3 obesity
7. Poor Hygiene, Grooming

Norms:

Norm tables should be clear and concise and should include standard scores or percentile rank tables. A test user has the responsibility for deciding if the differences between the characteristics of a person tested and those in the standardization sample are significant enough to preclude its use. Wherever possible, differences in criterion-related validity for ethnic, sex, or other subsamples of a referenced group should be investigated for possible sources of bias. For many uses, regulations published pursuant to civil rights legislation require that validity studies be performed separately on samples differing in national origin, race, sex, or religious affiliation when technically feasible.

Interpretation:

Information must be provided to assist users in correctly interpreting test results, for subscores as well as the total test. Predictive and criterion-related validity should be reported in a form that enables the test user to determine how much confidence can be placed in judgments or predictions regarding the individual. Any test score should be interpreted only as an estimate of an individual's performance under a given set of circumstances. It should not be interpreted as some absolute characteristic of the individual or as something permanent and generalizable to all other circumstances.

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Validity

Validity is another basic measurement concept, concerned with establishing exactly what is measured by a given test, and how well it is measured. Does a test measure what it purports to test? There are several types of validity: Content validity (how well the test samples the situations or subject matter being examined), criterion validity (how well the test predicts the pupil's present or future standing on some related variability), construct validity (degree to which some hypothetical trait is reflected by the test).

The validity of a test can be determined only with reference to a particular usage of the test. No test is "valid" in the abstract. A test must be validated through objective examination or empirical investigation for each intended use separately. For example, the Scholastic Aptitude Test has been empirically validated as an instrument which successfully predicts college academic performance. It is not, however, validated as an instrument which measures one's ability to adapt to college social life. Acceptable reliability is a prerequisite for validation in terms of any test use. An instrument which is not reliable cannot be valid for any purpose. (Reliability does not by any means *guarantee* validity, however.)

As with reliability, a correlation coefficient is typically used as an index of validity. Validity coefficients are correlations between scores on the tests of interest and the criterion measures. Since the interpretation of validity coefficients is much more complex than that for reliability coefficients, it is difficult to offer practical guidelines. At a minimum, one should ascertain that reported validity coefficients have reached "statistical significance."

STATISTICAL AND PRACTICAL GUIDELINES TO TEST SELECTION AND DEVELOPMENT

The responsibility for making inferences about the meaning and legitimate uses of test results rests primarily with the user. However, information about a test made available by its developer is critical to making sound decisions regarding test selection and interpretation. Any published test should be accompanied by a manual which furnishes the user with complete information regarding the test's validity, reliability, bases for normative information, administration/scoring procedures, and appropriate interpretive and predictive uses. The reader is referred to *Standards for Educational and Psychological Tests* (Davis, 1974) for a complete description of the statistical guidelines to follow in test selection and interpretation. The most critical factors include:

Reliability

Reliability is a basic measurement concept; it refers to the consistency which may be expected in the scores of individuals when they are administered the same test repeatedly, or given selected items or equivalent forms of a test. In other words, are results stable on repeat testing? Reliability indices are used to indicate the degree to which a test is thought to measure true differences in the characteristic or variable under consideration. Looked at in another way, reliability indices reflect the degree to which a test is thought to be insensitive to (unaffected by) chance error, such as that caused by the respondent's mood changes, state of health, or distracting testing conditions.

Generally speaking, tests with reported reliability coefficients less than .60 should definitely be avoided, since they are not highly consistent or stable measures. Coefficients in the range .60-.80 are not as high as desirable, while coefficients above .80 generally are acceptable as evidence of adequate reliability.

Designing Developmental and Non-Developmental Skill Sequences*

Developmental Skill Sequences:

Some skills, such as arithmetic, are developmental in nature and natural sequences can become steps toward mastery of the skill. In a developmental skill sequence, each step is prerequisite to the next—as in progressing from addition operations to multiplication.

As a point of normal developmental reference, Jean Piaget describes the final period of intellectual development as that of *formal operations*, beginning at about age 12 and consolidating throughout adolescence. The adolescent's system of mental operations has reached a high degree of equilibrium. This means, among other things, that the adolescent's thought is flexible and effective. S/he can deal efficiently with the complex problems of reasoning. Another major theme is that the adolescent can imagine the many possibilities inherent in a situation. Unlike the concrete-operational child, whose thought is tied to the concrete, the adolescent can transcend the immediate here and now. S/he can compensate mentally for transformations in reality.

There are many possible sources to use in developing these sequences including the adoption or adaption of standard, commercial sequences. Assessment and instructional planning systems (i.e., Systems FORE) specify objectives and materials to correspond directly to assessment data. Criterion-referenced instruments (i.e., Key Math, Prescriptive Reading Inventory) typically specify instructional objectives to correspond to content areas. Some critical questions that should be asked when evaluating the appropriateness of a commercially produced or teacher generated sequence follow:

a. does the sequence match the entry behaviors of the specific student?
b. does the sequence lead to the terminal objective desired for the student?

*Adapted from Lowenbraun & Affeck, 1976.

c. does the sequence move from least complex to most complex tasks?
d. does the sequence provide small enough steps to ensure success for the student?

When the sequence of a commercial material is not found to be appropriate to the needs of a specific student, sequences will have to be adapted or newly generated.

Nondevelopmental Skill Sequences

Some skill areas are composed of a variety of related component skills that do not have a natural sequential order; i.e., the mastery of a particular element is not necessarily a prerequisite to mastery of the other elements. For example, teaching a child to name ten colors does not need to occur in a particular dictated order. The naming of "blue" is not a necessary prerequisite to naming "green." However, there are some general guidelines that can be followed in deciding how to structure learning activities so that the student arrives at the desired performance objective.

a. specify the interim behaviors that are essential in order for the specific learner to achieve the desired objective.
b. order the elements for instruction. The sequencing of elements is more arbitrary than for strictly developmental skill sequences. However, consider (a) beginning with the least complex element and moving to the most complex, (b) teaching elements with higher frequency of occurrence first, and (c) determining whether teaching similar elements together will increase the student's rate of acquisition or cause confusion.
c. determine the specific instructional activities and materials to accompany each short-term objective.

OBSERVATION TECHNIQUES

A. *Anecdotal records* are narrative reports based on direct and immediate observation of student behavior. The narrative should include a specific, continuous and accurate report of the events just as they occurred, and be free of judgmental interpretation.

The following variables should be included in an anecdotal record:

1. *setting*
2. *stimulus*
3. *behavior actually performed*
4. *consequence*

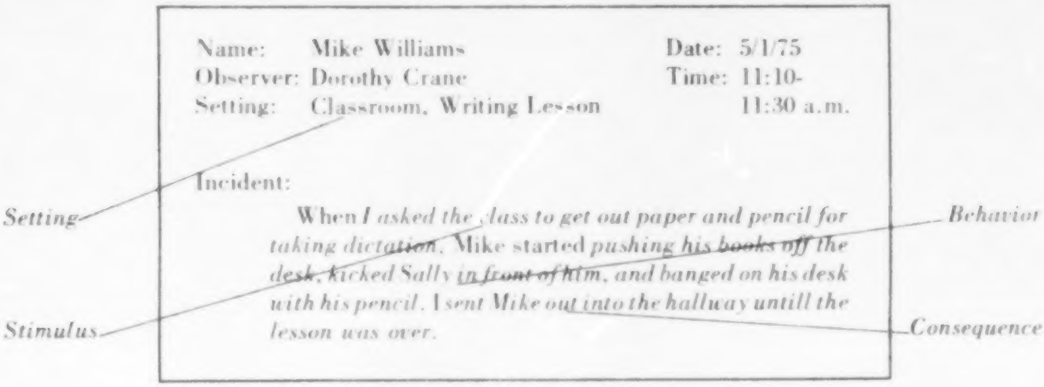
Setting We note the setting in which the behavior occurred, including what other people were involved, objects or materials that played a part, the time of day, the date, and any other events that were occurring at the time we observed the target behavior. It is wise to observe the student in a variety of settings (in class, on the playground, during lunch, etc.) and to record all the factors that may be influencing the behavior.

Stimulus We also record what events set the stage for the focal behavior—what got it started. Here we try to answer the question, "When does the student exhibit the behavior?" It might be in the presence of a certain teacher, particular peer group, during math lessons, or when left alone.

Behavior actually performed We record evidences of a display of the target behavior, writing in precise and accurate terms, without making judgments, what we actually saw the student do. This is not the place to make evaluations or interpretations of behavior. There are two kinds of behavior—"public" and "private." "Public" behaviors can be observed directly (grinning, raising eyebrows, doing push-ups, swearing, hugging, and eating peanuts). Our feelings, needs, attitudes such as happiness, hunger, and respect are internal events which cannot be observed directly—our "private" behaviors. We may later make *inferences* about "private" behaviors, based on repeated observations of public behavior, but we record here not that the person was hungry and ate peanuts; but merely that she/he ate peanuts.

Consequence If the student or the teacher is interested in modifying or eliminating the target behavior, it is necessary to know what maintains or reinforces it. For this reason, we try to observe and note what happened immediately after the behavior was displayed—the teacher made a comment, peers laughed, etc.

Example of Anecdotal Record



Name: Mike Williams Date: 5/1/75
Observer: Dorothy Crane Time: 11:10-11:30 a.m.
Setting: Classroom, Writing Lesson

Incident:

When *I asked the class to get out paper and pencil for taking dictation*, Mike started *pushing his books off the desk, kicked Sally in front of him, and banged on his desk with his pencil. I sent Mike out into the hallway untill the lesson was over.*

Advantages of Using Anecdotal Records

1. Many classes of behavior can be described. Specific behaviors can then be isolated for more precise observation.
2. Observations of unanticipated behaviors or incidents can be recorded.
3. Recurring patterns and progressive changes in a student's behavior can be noted and compared with other, more formal appraisals.

Disadvantages of Using Anecdotal Records

1. It is difficult in most situations to record everything that occurred accurately.
2. Anecdotal recording does not allow for high frequency behaviors to be precisely tallied.
3. This reporting method may be more time-consuming than other techniques.

B. Observing and recording the number of times a specific behavior occurs in a given period of time is called a *frequency count*. This method of observation is most appropriate for responses of short duration that happen frequently and are easily observable as single discrete units of behavior. Examples of high rate behaviors which can be easily divided into single units include: talk-outs, responses to directions, number of hand raises. The number of times a student got out of his seat without permission would be appropriate if he were up and down on a regular basis. However, if the student gets out of his seat and then wanders around the classroom for half the morning, frequency recording would not give you an adequate picture of the student's out-of-seat behavior.

Counting devices, such as a wristband golf-counter may be used, or simple tally marks written on a piece of paper will suffice.

Steps in initiating a Frequency Count:

(1) pinpoint behavior to be observed
(2) decide situation and time interval for observing
(3) tally the number of instances of the pin-pointed behavior during this time
(4) graph the tally
(5) observe over a period of time to insure that you are capturing a reliable pattern of behavior. Make sure the situation and time interval is the same for each observation.
(6) If possible, have another person observe and record same behavior.

Advantages of Frequency Recording

1. Simple procedure which usually does not significantly interfere with on-going tasks in the classroom
2. Yields a numerical output that is easy to graph and compare
3. Provide a means of specifying behaviors that because of their frequency or short duration are difficult to recall from memory (e.g., Can help us find out if Jim is really always getting out of his seat, or if it only seems like he is.)
4. Points out small improvements in behavior that might go unnoticed otherwise

Disadvantages of Frequency Recording

1. Does not provide meaningful information about low-rate behaviors such as temper tantrums and stealing

C. *Time Interval Recording*

Time Interval Observation is used for behaviors for which the observer wants not only an indication of frequency, but also an indication of the amount of time spent exhibiting the behavior, e.g., the amount of time a student is "on-task"—or the percentage of time a student spends interacting with peers during recess. In interval recording, each observation session is divided into equal time periods; then the observer records whether or not the target behavior occurred at any time during the interval. This method has been likened to making a movie and cutting the film into strips of equal length, then looking at each strip to see if the target behavior occurred:

1 min.

O	N	O	N	O	O	O	O	N	O

10 min.

O = Behavior occurred
N = Behavior did not occur

The observer records the occurrence or non-occurrence of behavior during these intervals.

This is an illustration of whether or not a student is attending to a dictionary lesson he was assigned during 10 minutes of an English class. Note that he was looking up at least one word from the dictionary during 7 minutes of the time periods. He was "on-task" 70% of the time.

Advantages of Time Interval Recording

1. Useful for collecting data on high frequency behaviors of long duration and for general codes of behavior that are difficult to break into discrete units (e.g., playing, paying attention)

Disadvantages of Time-Interval Recording

1. Very time-consuming for the observer; often requires someone with no other responsibilities except to observe

D. *Time Sampling* is similar in some respects to interval recording except that it does not require continuous observation. This technique is more similar to taking snapshots of behavior at specified times rather than making a continuous "movie." This technique is useful in observing high rate behaviors, but is inappropriate to behaviors of short duration, e.g., smiles or hand raising. If the target behavior is being observed over 3 minute time intervals, the observer looks at the student at the end of 3 minutes and records whether or not the behavior is occurring at that moment. What happens a few seconds before or after that moment does not matter for the purposes of the observation. With behaviors of short duration, you run the chance of not picking up the behavior in your observation data.

In time sampling, as in time intervals, shorter intervals lead to more accurate data. Time intervals need not be constant; the observer may decide how many samples should be taken in any session and then be sure that the right number are taken, proceeding on a random time basis:

MINUTES	3	6	9	12	15	18	21	24	27	30
BEHAVIOR	N	A	A	A	A	N	A	N	A	A

A=Attending
N=Non-Attending

The data shows that the student was attending 70% of the time.

Advantages of Time Sampling Method

1. practical in the classroom because it does not require continuous recording
2. indicates amount of time spent in high-rate behaviors

Disadvantages of Time Sampling Method

1. does not provide accurate recording of short duration behaviors (e.g., yelling out)
2. not appropriate for low-frequency behaviors (e.g., stealing)

E. *Direct Measurement of Permanent Products*—activities which result in products which last long enough to be measured and recorded.

Teachers frequently observe and measure permanent products which result from the behavior of students in the classroom, e.g.:

(1) words correct on a weekly spelling test

(2) number of words/minutes on a timed typing test
(3) number of arithmetic problems correctly completed

Individual Progress Records—One of the most useful tools of the behavior analysis teacher is the Individual Progress Record. Normally kept on a weekly basis, this record is constructed by breaking any major instructional objective into small, uniform segments. For example, if the completion of a standard text at the 80 percent mastery level is your objective, that text might be easily broken into mini-courses corresponding to the individual chapters of the book. A 200-page text that is to be completed in 40 weeks can be broken up as if it were 40 five-page booklets. Satisfactory completion of each five-page segment is the entry requirement for the next, and the instructional objective for a segment is far less intimidating than the global objectives attached to an entire book.

A simple and very useful chart can be drawn up which relates the smaller instructional sequences, or segments, to the amount of instructional time available. With a little practice, this chart can be a teacher's source of continuous and corrective feedback on entry level placement, progress, segments that are redundant, and segments that need supplements. It turns the notion of "defining instructional objectives" into a set of procedures which can be used to advantage in every classroom.

F. *Checklists* can be constructed to record a variety of behaviors. A checklist limits the data collected to the presence or absence of specific operationally defined aspects of the environment to which observers can readily agree. *Rating Scales* include an evaluation component so that the observers not only record the behavior, but simultaneously makes an evaluation as to the quality and degree of the behavior.

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Appendix F (III)
Additional Resources

Assessment

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Bobbs-Merrill Co., Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268

California Test Bureau (CTB)
McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Counselor Recordings and Tests
Box 6184 Acklen Station
Nashville, Tennessee 37212

Educational Development Corporation
Post Office Box 45663
Tulsa, Oklahoma

Educational Publishing Service, Inc.
Cambridge, Mass. 02138

Educational Records Bureau
116 Maple Avenue
Greenwich, Connecticut 06838

Educational Testing Service for California
State Department of Education
721 Capitol Mall
Sacramento, CA 95814

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, CA 92107

Follett Educational Corporation
1010 West Washington Boulevard
Chicago, Illinois 60607

Foreworks
617 North Oxford Avenue
Los Angeles, CA 90004

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, N.Y. 10017

Houghton-Mifflin Co.
777 California Avenue
Palo Alto, CA 94304

Learning Concepts
2501 N. Lamar
Austin, Texas 75705

Office of Information
Department of Public Instruction
Pierre, South Dakota 57501

Person-O-Metrics
20504 Williamsburg Road
Dearborn Heights, Michigan 48127

Random House
Educational Systems Division
Westminster, Maryland 21157

Research and Training Center
in Mental Retardation
University of Oregon
Eugene, Oregon

Richard Zweig Associates, Inc.
20800 Beach Boulevard
Huntington Beach, CA 92648

R. V. Skoczylas
7649 Santa Inez Court
Gilroy, CA 95020

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106

Science Research Associates, Inc.
259 East Erie Street
Chicago Illinois 60611

Stanford University Press
Stanford, CA 94305

Teacher's College Press
502 West 121st Street
New York, N.Y. 10027

Western Psychological Services
12031 Wilshire Boulevard
Los Angeles CA

APPENDIX F (IV)

READABILITY FORMULA

Readability Formula (use for interpreting reading level as well as for writing).

This method uses sentence length and word length to help you judge reading ease. But remember that word-choice, human interest, style, and maturity level can affect the level.

DIRECTIONS:

1. Count off 100 words. All numbers are counted as one word.
2. Count the number of sentences in the 100 words, estimating to the closest one-half.
3. Count the number of syllables in the 100 words. Count each pronoun and number as one syllable. (It is helpful to make a dot over each syllable.)
4. Use the chart to arrive at the approximate grade level.

Using the Chart

Find the number of sentences on the chart (column one); read to the right and find the number of syllables (column 2); the third column indicates the approximate grade level.

To arrive at specific levels:

Example: There are 6 sentences and 131 syllables — the general level is 6-8, the specific level is 6 because 131 syllables is close to the lower end of the scale (130). Example: There are 6 sentences and 140 syllables — the general level is 6-8, the specific level is 7 because 140 syllables is near the midpoint between 130 and 152.

All scores going off the lower end of the scale are interpreted as levels 2 or 3.

In testing the reading ease of a book, it is probably sufficient to test 100 words of every tenth page. In this type of testing, if the scores are consistent, it is not necessary to test as frequently. If scores show rather drastic change, spot check additional pages.

In testing magazine articles, a few well-spaced sample should be sufficient.

MEANING OF SCORES

Level	*Easily Read by % of US Adults*	*Number of words in Typical Vocabulary*	*Typical Magazines*
4-5	90%	10,000 - 12,000	All Pulps (True Story, True Detective, etc.)
6-8	80%	13,000 - 16,000	Readers Digest
9-12	40%	19,000 - 21,000	Time Magazine, etc.
College	4.5%	25,000 and over	Atlantic Monthly

6-8 is the approximate level of US *Adults*.

READABILITY FORMULA

Readability Formula Chart

Sentences	*Syllables*	*Level*	*Sentences*	*Syllables*	*Level*
3	120-132	6-8	8	120-135	4-5
3	133-172	9-12	8	136-157	6-8
3	173-200	College	8	158-194	9-12
			8	195-200	College
3.5	120-138	6-8			
3.5	139-177	9-12	8.5	120-135	4-5
3.5	178-200	College	8.5	136-158	6-8
			8.5	159-195	9-12
4	120-142	6-8	8.5	196-200	College
4	143-180	9-12			
4	181-200	College	9	120-137	4-5
			9	138-160	6-8
4.5	120-123	4-5	9	161-196	9-12
4.5	124-146	6-8	9	197-200	College
4.5	147-183	9-12			
4.5	184-200	College	9.5	120-137	4-5
			9.5	138-162	6-8
5	120-126	4-5	9.5	163-196	9-12
5	127-148	6-8	9.5	197-200	College
5	149-186	9-12			
5	187-200	College	10	120-138	4-5
			10	139-162	6-8
5.5	120-128	4-5	10	163-196	9-12
5.5	129-151	6-8	10	197-200	College
5.5	152-188	9-12			
5.5	189-200	College	10.5	120-139	4-5
			10.5	140-163	6-8
6	120-130	4-5	10.5	164-197	9-12
6	131-152	6-8	10.5	198-200	College
6	153-190	9-12			
6	192-200	College	11	120-140	4-5
			11	141-163	6-8
6.5	120-132	4-5	11	165-197	9-12
6.5	133-154	6-8	11	198-200	College
6.5	155-191	9-12			
6.5	192-200	College	12	120-142	4-5
			12	143-166	6-8
7	120-133	4-5	12	167-199	9-12
7	134-156	6-8	12	199-200	College
7	157-192	9-12			
7	193-200	College			
7.5	120-134	4-5			
7.5	135-157	6-8			
7.5	158-193	9-12			
7.5	194-200	College			

FINDING THE GRADE LEVEL OF A BOOK

NAME OF THE BOOK ______________________________

First 10 sentences:

Number of words which have three or more
wyllables .... ________

Second ten sentences:

Number of words which have three or more
syllables .... ________

Third ten sentences:

Number of words which have three or more
syllables .... ________

TOTAL .... ________

Find the square root of *this* number
by looking on the chart.

Write it here .... ________

ADD 3.0

GRADE LEVEL-TOTAL .... ________

This total indicates the grade level of the book. If it is a ten, that means that a tenth grade student should be able to read and understand the book easily — if he is reading as well as the average tenth grade student.

SMOG GRADING

A Readability Formula
by G. Harry McLaughlin
Associate Professor
School of Journalism, Syracuse
University

(Published in JOURNAL OF READING, Volume 12, Number 8, May 1969, p. 639)

SMOG Grading

1. Count 10 consecutive sentences near the beginning of the text to be assessed, 10 in the middle and 10 near the end. Count as a sentence any string of words ending with a period, question mark or exclamation point.

2. In the 30 selected sentences count every word of three or more syllables. Any string of letters or numerals beginning and ending with a space or punctuation mark should be counted if you can distinguish at least three syllables when you read it aloud in context. If a polysyllabic word is repeated, count each repetition.

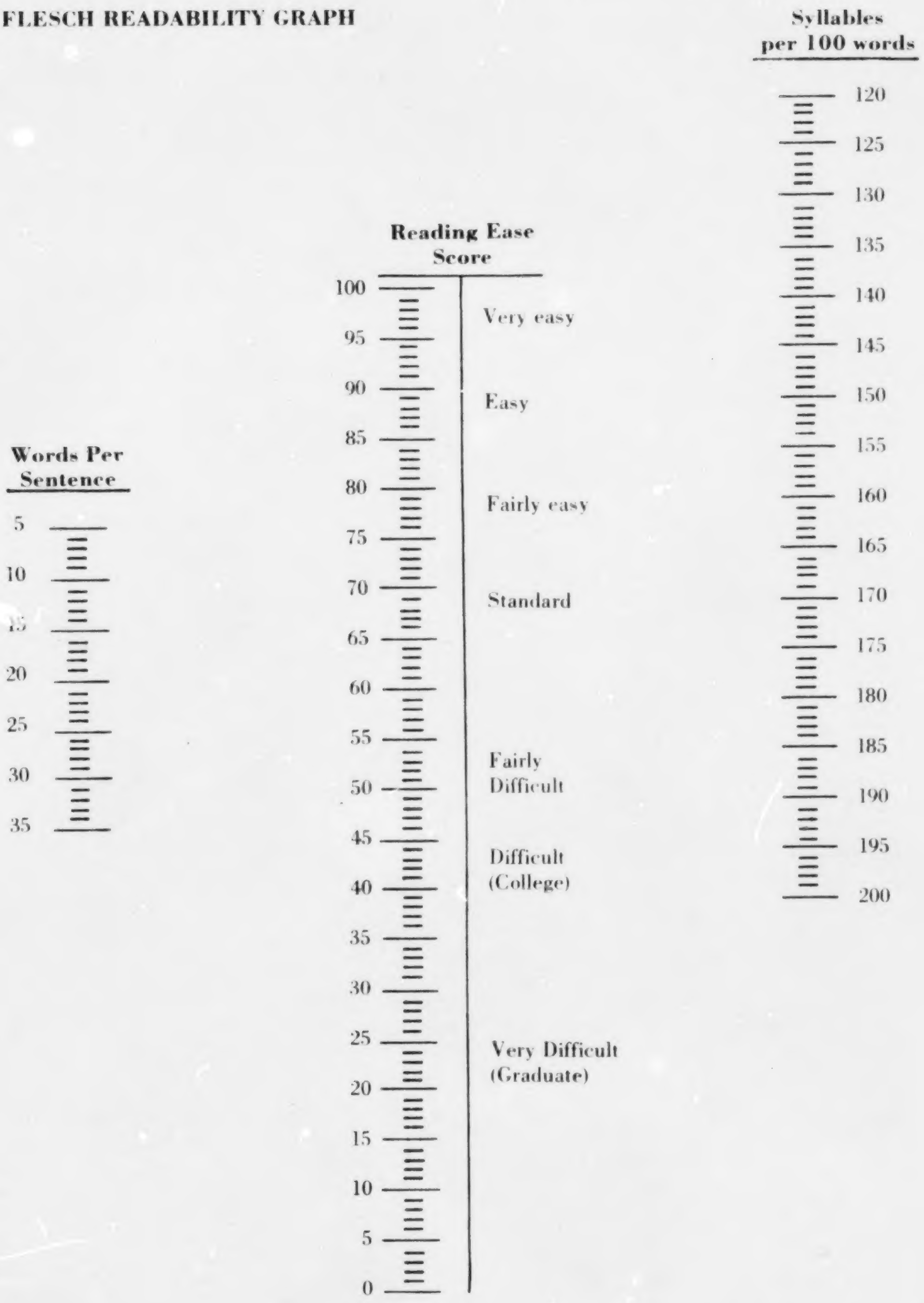
3. Estimate the square root of the number of polysyllabic words counted. This is done by taking the square root of the nearest perfect square. For example, if the count is 95, the nearest perfect square is 100, which yeilds a square root of 10. If the count lies roughly between two perfect squares, choose the lower number. For instance, if the count is 110, take the square root of 100 rather than that of 121.

4. Add 3 to the approximate square root. This gives the SMOG Grade, which is the reading grade that a person must have reached if he is to understand fully the text assessed.

Chart of Square Roots

1	1.0	34	5.8	68	8.2	102	10.0
2	1.4	35	5.9	69	8.3	103	10.1
3	1.7	36	6.0	70	8.4	104	10.1
4	2.0	37	6.1	71	8.4	105	10.2
5	2.2	38	6.2	72	8.4	106	10.2
6	2.4	39	6.2	72	8.5	107	10.3
7	2.6	40	6.3	73	8.5	108	10.3
8	2.8	41	6.4	74	8.6	109	10.4
9	3.0	42	6.5	75	8.7	110	10.4
10	3.2	43	6.6	76	8.7	111	10.4
11	3.3	44	6.6	77	8.8	112	10.5
12	3.5	45	6.7	78	8.8	113	10.6
13	3.6	46	6.8	79	8.9	114	10.6
14	3.7	47	6.9	80	8.9	115	10.7
15	3.9	48	6.9	81	9.0	117	10.8
16	4.0	49	7.0	82	9.1	118	10.8
17	4.1	50	7.1	83	9.1	119	10.9
18	4.2	51	7.1	84	9.2	120	10.9
19	4.4	52	7.2	85	9.2		
20	4.5	53	7.3	86	9.3		
21	4.6	54	7.3	87	9.3		
22	4.7	55	7.4	88	9.4		
23	4.8	56	7.5	89	9.4		
24	4.9	57	7.5	90	9.5		
25	5.0	58	7.6	91	9.5		
26	5.1	59	7.7	92	9.6		
27	5.2	60	7.7	93	9.6		
28	5.3	61	7.8	94	9.7		
29	5.4	62	7.9	95	9.7		
30	5.5	63	7.9	96	9.7		
31	5.6	64	8.0	97	9.8		
32	5.7	65	8.1	98	9.8		
33	5.7	66	8.1	99	9.9		
33	5.7	67	8.2	100	10.0		

FLESCH READABILITY GRAPH



THE LA PUENTE PROGRAM

The La Puente Mini-Class Program features:

Volunteer and credentialed teachers and professionals

The Mini-Class course

Weekly two hour neighborhood classes in a converted school bus classroom, housing project, church and school classrooms, and jails

Free babysitting in a converted school bus child care program

Transportation to classes when needed

Sponsorship of the La Puente Valley Adult School

Mini courses are also used in La Puente as units within existing adult education classes. These include adult basic education, English as a second language, senior citizen, handicapped, and pregnant teens programs.

The authors of the Mini-Classes, Laurel Adler and Nancy Donahue, are co-directors of the La Puente Mini-Class Program. Program consultation is available upon request.

The community Mini-Class Program of La Puente, California, was organized by Nancy Donahue, the founder of the Vital English Program of La Puente. The Vital English Programs are a nationwide network of volunteers who teach English to Spanish speaking adults.

DOES YOUR COMMUNITY NEED MINI-CLASSES?

If the answer is "YES", a detailed procedure manual has been prepared to assist you. The manual, entitled, *Mini-Classes For Your Community*, includes

Basic steps to organize a community program

A specific guide for training teachers

Directions for maintaining the Mini-Class Program

DO YOU WANT TO ADAPT MINI-CLASSES TO YOUR SPECIAL NEEDS?

Mini-Classes For Special Programs is a guidebook on the use of Mini-Classes within existing educational programs and institutions.

Mini-Classes can be taught in any location. . . .

Neighborhood schools

Park recreation rooms

Community centers

Mobile facilities

Homes

Local churches

Hospitals

Service centers

Store fronts

Adult school classrooms

Jails

Half-way houses

Housing projects

Senior Citizens' homes

MINI-CLASS COURSES

GROCERY SHOPPING TO SAVE MONEY
How to stretch your food dollar, nutrition and meal planning.

THE NEW YOU
Personal improvement.

CROCHET FOR BEGINNERS
The ABC'S of crochet.

BASIC PATTERN SKILLS
Beginning sewing.

MAKING EVERY DOLLAR COUNT
Family buying on a budget and how not to be cheated.

CHILDREN'S CREATIVE ACTIVITIES
How to make scrap crafts and games for family fun.

BASIC CAKE DECORATING SKILLS
How to decorate lovely cakes for family occasions.

WHAT EVERY WOMAN SHOULD KNOW
Vital information for good health. Adaptable for coeducational or all male groups.

HOW TO MAKE MONEY
Ideas for earning money at home and away from home.

HOME WIGLET STYLING
Complete wiglet care.

EASY PATCHWORK QUILTING
Modern patchwork techniques for the beginner.

POUNDS OFF WISELY
Ways to lose weight by safe methods of diet and exercise.

HOW TO KEEP YOUR HOME SAFE AND SECURE
Home burglary prevention and ways to avoid home accidents.

BACKYARD VEGETABLE GARDENING
How to grow vegetables and enjoy it, too.

A STITCH IN TIME SAVES
How to repair clothing for longer wear and neater appearance.

EVERYTHING ABOUT EMBROIDERY
Useful embroidery for beginners.

FAMILY FIRST AID
How to be prepared for common home emergencies.

ALL MINI-COURSES INCLUDE. . . .

; Complete word-for-word class lesson plans
; Teacher and student supply lists
; Easy-to-follow course outline
; Visual aides and student handout information sheets

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Appendix F (IV)
Additional Resources

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APPENDIX F (V)

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II. GLOSSARY OF TERMS 5
III. PHILOSOPHY AND GOALS 10
IV. CHANGING ROLES AND FUNCTIONS 13
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printed materials available (handouts)

1. What's Happening with the California Master Plan for Special Education?
2. The California Master Plan for Special Education — What's In It for Me?
3. Lo Que Está Sucediendo con el Plan Maestro de California para Educación Especial
4. Resource Specialist Roles — Did You Know That?

1. Identification

First identify the particular system that you are going to review.

1.1 Name: ______________________________

1.2. Curriculum Area: Major ______________________________

1.3. Subsections ______________________________

____

____

____

1.4 Grade Levels: ______________________________

2. System Components

Next, what materials are included within the system. Check the appropriate spaces for the system that you are reviewing. You might look through the brochure as your first step here.

2.1. Tests ______ (How many? 1 ______, 2-5 ______, 6 or more ______)

2.2 Technical manual ______________________________

2.3. Teacher's manual-guide ______________________________

2.4. Answer sheets ______________________________

2.5. Pupil forms ______________________________

2.6. Cassettes/special equipment ______________________________

2.7. Curriculum references ______ (refer users to specific sections of commercially produced programs that are relevant to an objective)

2.8. Alternate forms of the test ______________________________

2.9. Publisher service on: scoring ______________________________

consulting/inservice ______________________________

3. Flexibility

(you will most likely find this information in the brochure and/or teacher's manual)

Can the system adapt to the needs of your students and your teaching style?

Check yes or no. If insufficient information is provided to answer yes or no, put a question mark to the left of the blank spaces.

	YES	NO	
3.1.	____	____	Does the publisher allow for your personal selection of objectives?
3.2.	____	____	Does the publisher allow for your personal selection of test items?
3.3.	____	____	Are guidelines provided for writing new test items?

4. Technical Information (Teacher manual or technical report)

The area of technical data on criterion-referenced measurement has been slow in coming to the fore. Consequently, most of the present systems that you are reviewing are lacking almost any information in this area. May we offer a few guidelines on points you may wish to look for.

	YES	NO	
4.1.	____	____	Small sample field test: does field test data indicate validation on a small sample?
4.2.	____	____	Large sample field test: does the field test data indicate validation on a larger (statewide or national) scale?
4.3.	____	____	Stability (reliability): Is the test stable? Do retests show students score nearly the same? (Assume no instruction provided.)

The following sections deal most directly with the test. This information will probably appear in either the teacher's manual or the test itself.

5. Behavioral Objectives

	YES	NO	
5.1.	____	____	Are the objectives clearly stated and measureable?
5.2.	____	____	Are the objectives arranged in logical sequence?
5.3.	____	____	Do the objectives fit the content of what the user wants to be taught?

6. Test Items

	YES	NO	
6.1.	____	____	Do the test items closely match the objective for which they were designed?
6.2.	____	____	Is the full range of behaviors described by the objective tapped by the test items? (Are there enough items for each objective?)
6.3.	____	____	Are the test items coded to the objective in a clearly understandable fashion. (Can you easily find the objective related to each test item?)
6.4.	____	____	Are print size, and reading level required, appropriate to the level for which the item is designed?
6.5.	____	____	Are instructions to the students clear, easy to understand, and appropriate to student's level?

7. Instructional Management

(The following items will be the most critical determiners of the system's effectiveness.)

	YES	NO	
7.1.			Are interim tests included for each objective? (Are there short tests or progress checks which can be given to the student to measure mastery of the objective?)
7.2.			Are interim tests spaced close enough together to keep sufficiently close tabs on the student population of the user?
7.3.			Are mastery levels for the objective defined? Does it say how you know (what is the specific criterion) when the student has mastered the objective?
7.4.			Can interim tests be scored easily and quickly (by a student or teacher aide)?
7.5.			Are record keeping forms provided (matrix of student by skill) for keeping track of individual student progress?
7.6.			Does the manual include practical suggestions for effective classroom management procedures? (Is there evidence that extensive classroom tryouts of the program have been conducted?)
7.7.			Are commercially produced prescriptive options provided in the system?
7.8.			Does the system provide the user with a variety of curriculum references (e.g., workbooks, textbooks, mediated materials, and games) that can be used as instructional tasks to assist in mastery of the objectives? (a variety of prescriptive materials)
7.9.			Does the program indicate what is the *most* relevant of the commercial prescriptive options?
7.10.			Are specific instructions given for making remediation decisions? (What do you do when the student fails to master an objective following initial instruction?)
7.11.			Is the record keeping required by the program realistic, given the user's time available for such activity? (This does not mean to do away with record keeping; simply, can you get it done in the quickest, most efficient way possible?)
7.12.			Is the user familiar with the curriculum references?
7.13.			Is the user supportive of the curriculum materials prescribed?
7.14.			Can one test be administered to the entire class?
7.15.			Are specific provisions made in the system to avoid the boredom effect of repetitiously styled paper and pencil tasks?

TEACHER'S LOUNGE
A Game for Teachers

Games have been around for a devil of a long time. One of the oldest-GO- is said to have been introduced as early as 4000 B.C. Why was it introduced? To have fun of course! After awhile, however, the fun got out of hand. GO became so popular that it became hard core competition. As the black belt is awarded for exceptional ability at Judo, so is a similar award bestowed to the exceptional player of GO. It challenged people. The aggressive player could have his just reward without resorting to physical contact.

Originated in China, GO got its first big push in Japan. In fact GO clubs still flourish today. It's interesting to note that Japan's soldiers, from lowly enlisted man to highly officer, carried their GO sets to war. After a hard days workout on the battlefield the men would return to their encampment and have a "go" at a war in miniature. Successful play at GO is built around strategic deployment of pebbles, much the same as ranks of men.

Now for the first time there's a game for teachers. A game that a teacher can "retreat" to after a "skirmish" on the "battlefield". It's called TEACHER'S LOUNGE.

TEACHER'S LOUNGE is designed with the same motives as GO. First and foremost it's meant to be entertaining. If you don't have fun, it's not working! Secondly, there's the aspect of competition — something we're up against every day. Finally, like GO, TEACHER'S LOUNGE provides the player an opportunity to polish up his strategies.

You'll find all of the necessary parts for TEACHER'S LOUNGE contained in this publication. Your first task will be to cut apart the various game components. Once you have all of the pieces assembled you'll be ready to play. Cards are provided with the playing procedure and also definitions of the terms you will be encountering. The game can be played with two or more people. So — round up some friends and have a "go" at TEACHER'S LOUNGE.

EDUCATIONAL DECISION MAKING

A group simulation activity which examines
educational responsibility and placement.

Robert B. MacIntyre
Ontario Institute for Studies in Education

based on a design by:
Nancy Carlson and S. Joseph Levine
Michigan State University

OVERVIEW

Educational Decision Making is a small group activity that asks group members to make decisions regarding possible educational programs for a particular student. During the activity the group members are provided information about the student from different sources. Then, assuming the roles of the persons who have contributed the information, the members of the group examine the issues of a) responsibility for the student, and b) placement of the student.

Through the group activity, the participants will:
- be exposed to a variety of viewpoints from professional fields related to education.
- be encouraged to look for alternative information sources prior to making decisions.
- be aware of the necessity of responsible decision making in educational placement.

NOTES TO SIMULATION LEADERS

This activity, as designed, calls for participants to place themselves in specific roles degined by the various reports and information sources. The roles have been closen to highlight some of the complexities of this process and do not reflect the *ideal* for the professions involved. The process, as illustrated in this simulation is also not an *ideal* one, since the intent is to involve the group in attempts to better the process of educational decision making.

TIME NEEDED

— 10 minutes, individual task on Worksheet
40 minutes, small group task, group Worksheet
20 minutes, large group discussion on decision
15 minutes, small group discussion on process
15 minutes, large group discussion on process
Total time — 1 hour 40 minutes

MATERIALS NEEDED

One for each person

— Instruction Sheet *and* Worksheet

One for each group

— Memo — to be read to the whole group
— Information Sources — to be read to whole group
— Individual roles (reports) — each to be given to one group member

Regular classroom teacher
School Principal
Specialist (Remedial) Teacher
School Psychologist
School Social Worker
Parents
Special Education Director
— Group Worksheet
— Feedback Sheet

Wrap-up — Comprehensive individual assessment

One for each person

— Assessment Model from CORRC Resource Manual

One for each group

— Feedback sheet

LOS ANGELES UNIFIED SCHOOL DISTRICT

Ad Hoc District Advisory Committee
Master Plan for Special Education

MANAGEMENT AND SUPPORT SYSTEMS TASK FORCE

Recommendations

PERSONNEL PLANNING AND DEVELOPMENT

A. Recruitment and Training — The Los Angeles Unified School District should project needs for personnel in special education and develop methods for providing personnel where they are needed.

1. There is a need for a chart to indicate personnel required to serve individuals with exceptional needs in the area of implementation of programs, curriculum planning, specialists in the field, administration resource specialists, and support personnel.

2. Procedures must be developed to provide inservice and staff development for teachers who may be asked to change their assignment to meet current and projected needs.

3. Any individual who will work in any school setting should have basic preparation appropriate to their involvement with exceptional children.

4. Because most trainees in education come in contact with practical experience late in their preparation, a career ladder concept incorporating practical, on-the-spot experience must be built into personnel recruitment and training.

B. Service

1. All children will begin at the local school. Therefore, a consideration of what the local school and special programs can offer is necessary.

   a. Continuing inservice is needed for parents as to what is being done in the schools.

   b. Doctors, clinic, and agency staff need inservice as to what is available in terms of help in public schools and other settings.

   c. Regular personnel must be aware of what special education facilities and services are available, e.g., special schools, programs, etc.

2. Administrators and staff need inservice regarding the needs of exceptional pupils and how to cope with these needs.

3. Inservice to prepare an entire school staff to receive a special program or pupils with special needs must be provided. Staff inservice must include *all* staff.

4. It is important to consider all categories of exceptionality in staff development with focus and thrust on the immediate area or areas of concern.

5. Inservice must prepare teachers to work with support personnel such as nurses, counselors, and with aides and volunteers.

6. Inservice for school staff would best be provided before the school year begins. Either pay or point credit should be given.

7. Inservice for school personnel should be of three types:

   a. General inservice — all general education staff and special education staff and student council members inserviced re Master Plan.

   b. Local school staff inservice — staff apprised of needs of special education pupil(s) assigned to the school. Information may be given by the classroom teacher or other personnel.

   c. Intensive, specific inservice for the teacher who will receive the special education pupil.

8. Time must be allotted to prepare the regular education pupils for integration of exceptional pupils.

9. Regular and exceptional pupils need to be prepared for the transfer of a pupil from a special situation to a regular class. Possible methods are a buddy system, get-together activities, audio-visual materials, etc.

WORKSHOP PRODUCTION GUIDE

NOTE: Assumption! A needs assessment has been completed and the problem to be dealt with has been identified.

1.0 Develop Conference Format (What's the scope of it?)
2.0 Assign Responsibilities and Deadlines (Who does what by when?)
3.0 Select Presentations/Activities (What will be done?)
4.0 Develop Publicity (Who needs to know about it?)
5.0 Provide Support Material Packet (Sort out the verbiage.)
6.0 Finalize Workshop Format (How will it be done?)
7.0 Design Evaluation (Tell it like it is!)
8.0 Complete Workshop Preparation (Countdown — 10, 9, . .)
9.0 Conduct Workshop (Do it!)
10.0 Conduct Follow-up Activities (Wrap it up!)

1.0 DEVELOP CONFERENCE FORMAT
  1.1 Describe target group
  1.2 Develop goals and objectives of workshop
  1.3 Determine facilities requirement
  1.4 Determine time requirements
  1.5 Select topical areas
  1.6 Develop tentative activity sequence
  1.7 Establish dates
  1.8 Estimate material and equipment requirements
  1.9 Develop preliminary budget
  1.10 Obtain approvals and required commitments
  1.11 Establish production monitoring system

2.0 ASSIGN RESPONSIBILITIES AND DEADLINES
  2.1 Review major production steps
  2.2 Estimate production time requirements
  2.3 Establish available time requirements
  2.4 Develop production timeline
  2.5 Review existing staff assignments
  2.6 Review staff competencies
  2.7 Assign responsibilities

3.0 SELECT PRESENTATION/ACTIVITIES
  3.1 Develop criteria for selecting presentation
  3.2 Develop criteria for individual presentations
  3.3 Develop criteria for media presentations
  3.4 Identify required presentor competencies
  3.5 Survey field for potential presentors
  3.6 Select specific topic areas
  3.7 Select tentative presentors
  3.8 Interview selected presentors
  3.9 Select and request presentors' participation
  3.10 Obtain acceptance
  3.11 Write confirming letters

4.0 DEVELOP PUBLICITY
  4.1 Determine publicity sequence and timing
  4.2 Draft first announcement and necessary enclosures
  4.3 Obtain approvals
  4.4 Print first announcement and enclosures
  4.5 Distribute first announcement and enclosures
  4.6 Repeat 4.2 through 4.5 for subsequent announcements

5.0 PROVIDE SUPPORT MATERIAL PACKET
  5.1 Establish criteria for including material in packet
  5.2 Interview presentors regarding material
  5.3 Select (with presentor) material for packet
  5.4 Determine reproduction schedule requirements
  5.5 Obtain reproduction schedule commitments
  5.6 Prepare masters — proof for reproduction
  5.7 Print materials
  5.8 Prepare materials for packet
  5.9 Finalize packet

6.0 FINALIZE WORKSHOP FORMAT
  6.1 Finalize activities sequence
    * Program
    * Registration
    * Materials distribution
    * Introductions
    * Sessions
    * Media
    * Breaks
    * Meals

* Evaluation
* Communications

6.2 Establish schedule
6.3 Assign staff responsibility for scheduled activities
6.4 Determine alternative strategies for handling activities
6.5 Select strategies for handling activities

7.0 DESIGN EVALUATION
7.1 Select evaluator
7.2 Review workshop design with evaluator

* Needs assessment
* Goals and objectives
* Format
* Criteria

7.3 Identify alternative evaluation strategies
7.4 Select evaluation strategies
7.5 Design evaluation schedule
7.6 Design evaluation monitoring system

8.0 COMPLETE WORKSHOP PREPARATION
8.1 Review major production steps with staff (2.7)
8.2 Assess degree of completion
8.3 Review presentation with presentor(s)
8.4 Determine Go/No Go
8.5 Complete preparation if Go
8.6 Pack for delivery
8.7 Review with staff assigned workshop responsibilities (6.3)

9.0 CONDUCT WORKSHOP
9.1 Set up registration
9.2 Set up required media/equipment
9.3 Check facilities
9.4 Conduct workshop per schedule
9.5 Conduct evaluation(s) per schedule
9.6 Collect media/equipment
9.7 Pack to return

10.0 CONDUCT FOLLOW-UP ACTIVITIES
10.1 Acknowledge presentors' participation
10.2 Review evaluation
10.3 Prepare evaluation report
10.4 Distribute evaluation report
10.5 Review workshop production steps
10.6 Identity required redesign
10.7 Finalize workshop production records
10.8 File workshop production records

Developed by Marvin R. Matthews
Los Angeles County Education
Planning Center

STAFF DEVELOPMENT

Objectives

1. Staff will describe *characteristics* of L.D. adolescents *in general* and *learning problems* of their own L.D. students *in particular.*

2. Staff will specify some *essential learning outcomes* (knowledge and skills) for L.D. students in each subject area.

3. Teachers will make specific *instructional adjustments* to assist L.D. students in compensating for their learning problems.

4. Teachers will incorporate specific instructional *adjustments into lesson plans, units, learning packages, contracts* and *learning centers.*

5. Counselors and teachers will demonstrate specific *behaviors* and use specific *techniques* designed to *enchance positive self esteem* in L.D. students.

6. Principals will effectively *coordinate and supervise* the total *instructional program* for L.D. students in the school.

LEARNING STATION: PARENT INTERVIEW

Obtain answers to the following questions at this station:

General Information

1. Name three basic areas of information you tap into using the parent interview form.

2. When should you use the parent interview form?

3. Who does the parent interview form?

4. What are the guardian's rights concerning the parent interview form?

5. What are the legal ramifications concerning exchange of information between agencies, private physicians and any other involved people?

SESSION 13

SPECIAL CLASSES AND CENTERS TASK SHEET

INSTRUCTIONS: Below you will find a potential list of programs and services the EAS can recommend for students. After reading the seven pupil descriptions, indicate which of these services you would recommend as a member of the EAS.

1. Regular Class only (RC)

2. Resource Specialist Program (RSP)

3. Special Class and Center Programs

   a. Communicative Handicapped (CH)
      - Deaf/Blind
      - Deaf
      - Severely Hard of Hearing and Aphasia (SOL)
      - Language and Speech Handicapped

   b. Physically Handicapped (PH)
      - Blind and Partially Seeing
      - Other Handicapped Instruction (Pregnant Minor, Drug Dependent)
      - Orthopedically Handicapped

   c. Learning Handicapped (LH)
      - Learning Disabled
      - Educationally Retarded
      - Behaviorally Disordered

   d. Severely Handicapped
      - Developmentally Handicapped (County)
      - Autistic and Seriously Emotionally Disturbed
      - Trainable Mentally Retarded
      - Other Multi-Handicapped

4. Designated Instruction and Services
   - Speech and Language (S&L)
   - Adaptive P.E. (Ad. PE)
   - Visual Instruction (VI)
   - Work Experience (WE)
   - Mobility Instruction (MI)

5. Refer to Community Agency (Referral)

STUDENT DESCRIPTION	**RECOMMENDED SERVICES**
1. Ted has recently moved to Sacramento from another state where he was attending a school for the deaf. He is seven years old and is unable to sign. His audiogram shows profound loss in the right ear and moderate loss in the left ear (aided). His speech in unintelligible.	
2. Billy is 6.10 years old and is in kindergarten. He appears alert and interested in school. He knows the alphabet but cannot deal with sound/symbol relationships. He holds a pencil poorly but can form some letters. His gross motor skills are at a four year level and he is mildly cerebral palsied. He has visual-perceptual problems. His activity is normal. He is well-accepted by his teacher, peers and parents.	
3. Sharon is 11.5 years old and in the sixth grade. Her WRAT scores are: Reading 2.3 Spelling 1.9 Math 4.2 She has a very basic sight vocabulary. She frequently asks for repetition or oral directions. Sharon is a social isolate and has no overt behavior problems.	

TEACHER PREFERENCE STUDY

Name ______________________________ School ______________

Position: ( ) teacher ( ) teacher aid ( ) other — specify ______________
Level: ( ) Primary ( ) Intermediate ( ) Secondary ( ) Multilevel
Area: ( ) EMR ( ) TMR ( ) ED ( ) LD ( ) Physically Hand-icapped
( ) other — specify ______________________________

PLEASE INDICATE (circle a number) THE LEVEL OF YOUR INTEREST IN THE PROPOSED WORKSHOP

WORKSHOPS LISTED BY CONTENT AREAS **HIGH LOW**

CLASSROOM ORGANIZATION

Workshop #1 *Stations Approach to Instruction* 1 2 3 4 5

Presents an individual approach to teaching which requires the scheduled pupil movement through preplanned activities. Workshop will include ideas for stations and suggestions for scheduling.

Workshop #2 *Interest Centers* 1 2 3 4 5

Presents procedures and ideas for establishing centers within the classroom which deal with motivational activities that can augment the regular classroom.

Workshop #3 *Classroom Scheduling* 1 2 3 4 5

Offers suggestions and procedures for scheduling activities which are designed to improve pupil behavior, quality of instruction, and increase student responsibility.

Workshop #4 *Classroom Space Organization* 1 2 3 4 5

Presents suggestions regarding efficient use of classroom space and convenient organization of materials.

EVALUATION AND REPORTING PROCEDURES

Workshop #1 *Teacher Made Knowledge and Skill Inventories* 1 2 3 4 5

Suggests how the classroom teacher can use knowledge and skill inventories and how they are developed.

Workshop #2 *Parent Counseling* 1 2 3 4 5

Presents guidelines for interpreting special education, mental retardation, etc. to parents which provide guidance towards parental decisions, referrals, and utilization of community services.

Workshop #3 *Teacher Use of Prepared Assessment Instruments* 1 2 3 4 5

Includes how to administer and interpret some prepared achievement and diagnostic instruments that have utility to the classroom teacher.

Workshop #4 *Pupil Management Through Parent-Teacher Cooperation* 1 2 3 4 5

Presents a specific procedure which the teacher employs to get parents involved in providing reinforcement at home for school related achievement.

STAFF TRAINING SERVICES DEPARTMENT

EVALUATION OF INSERVICE WORKSHOP

August 18, 1976

WHO ARE YOU? (Please check)

( ) Administrator

( ) Special Class or Center Teacher

( ) Other ______________________

( ) Program Specialist

( ) Instructional Aide

( ) Resource Specialist

( ) DIS Personnel

Please rate your overall response to the workshop:

Low			High
1	2	3	4

Comments: ____

____

____

____

____

____

1. Objectives of the session:

   Has this meeting contributed to your growth in the following areas? Please rate yourself.

	Very Little	*Some*	*Quite a Bit*	*A Lot*
1. Knowledge of members of the School Appraisal Team.	1	2	3	4
2. Knowledge of functions of the School Appraisal Team.	1	2	3	4
3. Ability to participate in a School Appraisal Team meeting.	1	2	3	4
4. Knowledge of how School Appraisal Teams function in Sacramento City Unified School District.	1	2	3	4

STAFF TRAINING SERVICES DEPARTMENT MEMORANDUM

February 17, 1976

TA-0-78

Topic: INSERVICE EDUCATION COURSE, "PRECISION TEACHING, 711-371"

To: Selected Special Education Parents

The Staff Training Services Department is offering an inservice education course for selected special education parents, "Precision Teaching, 711-371."

The course is designed to teach parents precision teaching in the home and will cover the theory of precision teaching, how to chart behavior and how to modify previously designed interventions.

Participants should have taken a course in "Behavior Modificiation Techniques" as a prerequisite to this course.

The course will be offered on Thursday evenings, in the home of Dr. and Mrs. A. D. Adins, 6260 South Land Park Drive, from 7:00 to 10:00 p.m. on March 11, 18 and 25, 1976.

A $2.00 registration fee will be payable at the first class session.

Mr. Don Shirley, a psychologist with the Sacramento City Unified School District, will be the instructor for the course.

Any questions concerning this memorandum should be directed to Mr. Gus Blanchard, resource teacher, Staff Training Services Department, 454-8585.

Mike P. Lopez
Administrator
Staff Training Services
and Summer Schools

Approved:
FRED J. STEWART
Deputy Superintendent
MPL: GB:mes

STAFF TRAINING SERVICES DEPARTMENT MEMORANDUM

April 9, 1976

TA-0-08

Topic: INSERVICE EDUCATION COURSE, "TRAINING AND FUNCTION OF INSTRUCTIONAL AIDES AND VOLUNTEERS UNDER THE COMPREHENSIVE PLAN FOR SPECIAL EDUCATION, 711-379"

To: Resource Specialists, Special Class Teachers and Instructional Aides and Volunteers with the Comprehensive Plan for Special Education

The Staff Training Services Department in cooperation with the Comprehensive Plan for Special Education (CPSE) is offering an inservice course, "Training and Function of Instructional Aides and Volunteers under the Comprehensive Plan for Special Education, 711-379."

This course will serve two functions. Resource specialists and special class teachers will be instructed in techniques for the training of aides on a demonstration basis, while instructional aides and volunteers are actually trained in skills necessary for functioning effectively in programs serving individuals with exceptional needs.

The class will meet in the Multipurpose Room, Phoebe Hearst Elementary School, 1410 60th Street, from 3:30 to 5:30 p.m. on the following dates:

April 29, May 6, 13, 18, 20, 25, 27, and June 3, 1976.
The May 18th and 25th meetings are lab sessions and will
be held from 3:30 to 5:00 p.m.

The instructors for this course will be Mr. Wayne Weil, demonstration teacher, Staff Training Services Department, and Ms. Gabriele Gurski, Educational Program Specialist, California Regional Resource Center.

Interested personnel should complete the attached preregistration form and enclose $2.00 for one (1) unit of Staff Training Services salary credit or $9.00 for one (1) semester unit of California State University, Sacramento, Extension credit.

Any questions concerning this memorandum should be directed to Ms. Gabriele Gurski, Staff Training Services Department, 454-8585.

Mike P. Lopez
Administrator
Staff Training Services and
Summer Schools

Approved:
FRED J. STEWART
Deputy Superintendent
MPL:GG:mes

The I.Q. Myth (1974)

A CBS-News Production, Narrated by Dan Rather — A 16 m.m. color film, 51 minutes in length

The history of intelligence testing is summarized from Binet's early work in France, through the American utilization of I.Q. tests for the classification of World War I military personnel and 20th century imigrants to the United States. The general concern of the film is how I.Q. tests are being used, misused and abused; what, if any, importance should be placed on I.Q. scores; and what predictive values they have.

The hereditary and environmental aspects of intelligence are discussed and debated by professionals such as J. Kagen of Harvard and A. Jensen of the University of California. The effects of compensatory and early education on I. Q. are mentioned; and there are interviews with members of a group of adults of I. Q.'s of 145 or better, including a belly dancer and a policeman.

The film concentrates on the cultural biases of I.Q. tests. Robert Williams, who developed a test specific to the Black ghetto environment, cites an example from the Stanford-Binet test that he feels is discriminatory against Blacks. D. Weschler (who developed the WISC, WAIS and WSPPI) responds to Williams. Dr. Jane Mercer, currently of U.C. Riverside, discusses the disproportionate classification of Mexican-Americans as retarded according to their I.Q. scores. And there is an interview with a Mexican American, and his progress from being classified as an EMR student to becoming an Associate Professor at an American college. The film closes with a statement to parents, informing them of their right to find out their child's I.Q. scores, and to dispute placement procedures used by school systems.

The film may be purchased from Carousel Film Inc., 1501 Broadway; no. 1503, New York, N.Y. (Black and White $300.00, Color $600.00). It may be rented from UC Extension Media Center, U.C. Berkeley, Berkeley, CA 94720, for $37.00.

How Can Tests Be Unfair (1975)

A packaged workwhip on nondiscriminatory testing by Jean Nazzaro, CEC

"If a person is unable to respond correctly to test items because of circumstances unrelated to the test items, the test is unfair." That statement is taken from a booklet used to introduce this workshop package to the participant. The workshop presents six simulation activities which allow participants to experience test biases that may be encountered by children with different language or cultural backgrounds, perceptual or motor problems.

In simulation of a visual perception problem, the participant is asked to answer questions about a text written in this format: "Further, the are at gresent no reliadle ways ofcomparing anbitory andvisual adilities." An auditory discrimination problem is simulated by a recorded presentation of two new sounds and their written symbols. The participants then take a spelling test of "words" containing those sounds. The third exercise requires the participant to write code symbols for letters, using their non-dominant hand for writing. This exercise simulates a muscle-control problem.

The participant is given a vocabulary test, and asked for the definitions of Tex-Mex and Black Ghetto terms. The fifth exercise is a simulation of a conceptualization problem, whose "correct" answers reflect an unfamiliar system of rationale. And the last exercise simulates a cultural difference problem. One of the decisions a participant has to make on this exercise is whether or not a woman can be identified as divorced because her nose is bitten off.

The package is a self-contained, field-tested unit, with instructions on how to administer the workshop to a group of approximately 18 people. It costs $35.00 (Stock No. 102) and may be ordered from the Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091.

ADOLESCENCE

Adolescence and Learning Disabilities. Study Guide
Joyce Kohfeldt and Lawrence A. Williams, 1975
Price: $3.00

Lawren Productions, Inc.
P. O. Box 1542
Burlingame, California 94010

What it is: A book developed to provide general guidelines, specific suggestions, and a bibliography, to those working with the learning disabled adolescent. It is based on extensive research and on discussions with 600 teachers and with many adolescents. The *Study Guide* accompanies and augments the movie, *Adolescence and Learning Disabilities*, described below.

Contents: Chapters are divided into the "Tasks of Adolescence" including discussions on "Self Esteem", "Sexuality and Sex Identity", "Vocational Goals" and "Society's Demands".

Strengths: This volume is written with sensitivity, common sense, insight and a strong practical orientation: It gives thoughtful balance to academic and non-academic areas and strongly emphasizes "a fundamental task that hopefully will be resolved through the adolescent years is that 'I am a self, someone with special character, dignity, autonomy and especially value'."

Adolescence and Learning Disabilities
Mopie 16mm (color)
Price: *Preview* $10.00, *Rental* $30.00, *Purchase* $330.00

Lawren Productions Inc.
P. O. Box 1542
Burlingame, California 94010

A 25 minute film with a sensitive, realistic look at the "Tasks of Adolescence" described above. It is a concise presentation with valuable information and perceptions from young people, teachers, parents, psychologists, psychiatrists and employers.

The PASS Program (1974)

An inservice program, with consultant's manual, teacher's manual and a filmstrip/cassette program. Produced by the Center at Oregon for Research in th Behavioral Education of the Handicapped.

The program is directed towards consultants, psychologists, counselors or resource specialists able to conduct an in-service training program for four teachers. It is a 45 day training period, involving 6 two-hours meetings with the teachers and extensive classroom observation and consultation by the resource person.

The Program for Academic Survival Skills (PASS) concerns group management of academic-related skills. It is for an entire class, having a general problem of work and study skills during one or two periods of the day. The resource person first observes the class to record the percentage of time all of the students are showing academic survival skills (e.g., listening to directions, attending to tasks, etc.). And the general objective is to have the kids acting academically 80% of the time they should be.

The teacher is trained in defining the skills to the class, observing and timing their occurrence, charting the data and reinforcing the class as its academic survival skills improve. The gradual withdrawal of extrinsic reinforcement is also covered.

The resource person is, more or less, caretaker of the in-service program using a "Manual for Consultants" as a guide. The teachers receive a training manual. There is a filmstrip/cassette program included which clearly explains the steps of the program, and the roles of the resource person and the participating teachers. That program may be borrowed from CORBEH. The teacher's and consultant's guides cost $3.00 each. CORBEH is located at the University of Oregon, 1590 Willamette Street, Eugene, Oregon, 97401.

The CLASS Program (1975)

A procedures manual, two filmstrip/cassette programs produced by the Center at Oregon for Research in the Behavioral Education of the Handicapped.

Contigencies for Learning Academic and Social Skills is a program for "acting-out" children. It is designed to help teachers reduce the amount of time spent coping with disruptive kids. The teacher-consultant (psychologist, counselor, resource specialist) is responsible for explaining the program to the referring teacher and school principal. The teacher then does a behavior rating scale on the child, and the consultant does classroom observations. Children observed to be "on-task" less than 80% of the time qualify for the *CLASS* program. The consultant acquires written agreements from the teacher, principal, parents and child before the program can be implemented. The program requires rewards and punishments to be consistent at home and school.

During Phase I (5 days), the consultant spende time withtte child in the classroom, so that the teacher isn't required to neglect the rest of the class while the problem child is beginning a behavior mod program. Phase II (25 days) requires th gradual withdrawal of the consultant from the program.

A procedures manual for the consultant is included in the kit, along with two filmstrip/cassette programs. The first filmstrip offers an overview of the *CLASS* Program, and the second is a fictionalized case study of a child going through it. The filmstrips offer sufficient information for psychologists, counselors and resource specialists to determine if the program would be beneficial to their caseloads. They may be borrowed from CORBEH. The manuals for the consultants and the teacher manuals cost $3.00 each. CORBEH is located at the University of Oregon, 1590 Willamette Street, Eugene, Oregon, 97401.

Approaches to Mainstreaming (1976)

Teaching the Special Child in the Regular Classroom

Filmstrip/Cassettes/Guide by Teaching Resources Corporation.

This filmstrip series is for teachers who have little or no experience with special-needs students. It emphasizes the similarities between special and regular students. Each program is about 15 minutes in length, with 75 frames. The guide includes the audio scripts, discussion questions, extension activities for classroom use, and a bibliography of reference materials.

Individual Differences," the first program, compares teaching styles with learning styles. Teaching styles ranging from structured to open classroom formats are described. Important factors related to the students cover learning style, ability level, personality and background.

The second program discusses "Characteristics of Children With Special Needs." Examples of specific classroom behaviors related to motor skills, perceptual skills and language are presented.

"Organizing Your Classroom" examines various techniques that can help regular classroom teachers adapt their classrooms to meet the needs of their special students.

The last program presents several behavioral problems teachers may encounter in a mainstreamed classroom. "Handling Behavioral Problems" discusses techniques for coping with distractibility, short attention span, handwriting problems, hyper and hypoactivity.

Approaches to Mainstreaming is available from Teaching Resources Corporation, James Whitney, 18751 Mescal Street, Rowland Heights, California 91748. It costs $69.00.

Mainstreaming (1975)

A Teacher Training Program, Multi-Media, produced by the Education Service Center, Region 13, Austin, Texas

The program focuses on skills, concepts and attitudes necessary to the regular educator to successfully integrate mildly handicapped students into the regular classrooms. It is a facilitator-directed package and comprises about 45-50 hours of instruction.

Three instructional models for implementing mainstreaming procedures are described:

The Resource Model, in which the kids are in the resource room for special work during part of the day, and the Resource Sepcialist consults with regular teachers;

The Diagnostic Model, in which a specialist accumulates diagnostic information for the regular teacher (child is placed in special room only for purposes of diagnosis);

And The Consulting Model, which a specialist works directly with teachers in a consulting role.

The package is comprehensive and contains facilitator and participant manuals, filmstrips, audio cassettes, transparencies, 17mm films, games and puzzles. After participants have completed the program for Mainstreaming, they are selected to review the information in several "Data Banks," for sharpening their skills in individualizing instruction.

An "Implementation Participant Manual" is included for teachers to return to their classrooms and try the practices and ideas they've been introduced to.

The Data-Banks available are described on the next page, along with price informationfor this package.

Mainstreaming Mildly Handicapped Students into the Regular Program

(continued from previous page)

After the participants have received training in the concept of mainstreaming, they take a test to determine which of the following Data Banks is most relevant to their needs. Each Data Bank is a micro-workshop, comprising 4-5 hours of instruction. They are packaged in multi-media formats. Each Data Bank is listed with several objectives:

Assessment Evaluation Data Bank, to identify tools used to assess and evaluate student's strengths and weakness;

Curriculum Data Bank, to select and design varied instructional strategies/activities that are appropriate to a particular objective;

Learning Styles Data Bank, to select instructional strategies that suit the learning styles of given case students;

Instructional Management Data Bank, to describe and compare six instructional formats that can be used to help an individualized instructional program;

Learning Environment Data Bank, to assess the learning environment terms of territorality, density, color, and proximity;

Communication Data Bank, to utilize effective clarifying and information-gathering questions;

Influencing Behavior Data Bank, to identify contingency management principals that affect student behavior;

Grading/reporting Data Bank, to compare and contrast a variety of ways of reporting student progress.

The complete training kit costs $375.00. The *Mainstreaming* module costs $60; the *Instructional Management Data Bank* costs $108.00. The remaining Data Banks cost from $23 to $44. The program is available from the Education Service Center, Region 13, 6504 Tracor Lane, Austin, T[illegible]s, 78721.

What is a Handicap (1976)

Four Sound Filmstrips, a Teacher's Guide and 24 Reproducible Activity Guides, produced by B.F.A. Educational Media.

The package is directed towards regular students who may have to deal with handicapped students in their classrooms. The four sound filmstrips introduce the following handicaps: (1) Mark, orthopedically exceptional; (2) Rosa, hard-of-hearing; (3) Cindy, emotionally exceptional; (4) Tony, mentally exceptional. The filmstrips are accompanied by activity sheets for individual and small group use. The teachers guide includes objectives, lesson plans, a student's bibliography and a teacher's bibliography.

The programs would be used for sensitizing the regular student to important considerations in dealing with the handicapped. In each filmstrip a regular student is asked to help the subject. The subjects are shown in neighborhood and playground as well as classroom adjustments. The discussions and activities which follow the filmstrips encourage regular students to further study the handicapping condition and the limitations and competencies of handicapped persons.

Here are the objectives of the program. After using the material, students should be able to — (1) define the term "handicap"; (2) identify and describe four handicaps; (3) name adjustments made by handicapped persons; (4) name possible strengths of handicapped persons; (5) discuss their attitude towards those with handicaps; (6) identify feelings people with various handicaps may have; and (7) discuss how they can relate to people with various handicaps.

The package is available from BFA Educational Media (a division of CBS), 221 Michigan Ave., P. O. Box 1795, Santa Monica, CA 90406. The programs cost $74.50 with cassettes and $62.50 with records.

Shared Decision Making (1973)

A workshop package, a Professional Development Program by the Association of California School Administrators.

The workshop is designed to help school faculties deal with the problems of shared decision making: that is, those types of groups wanting to involve personnel, affected by decisions, in the decision-making process. The sets of materials are of two basic types: (1) Workshop Manuals (leaders-participants or background readings-trainer guides); and (2) Discussion Papers (technical discussions or comments on the current "state of the art").

There are eight areas of concern in the package: (1) *Strengths and Limitations of Shared Decision Making* is a discussion paper dealing with issues affecting teachers, administrators, staff, students and the community; (2) *Personality Characteristics and Institutional Values* is a six-hour workshop designed for meaningful staff involvement and participations; (3) *Decision Making Modules* is a 6-8 hour workshop on three decision making models observed in schools; (4)*Appropriate Decision Making* is a workshop where participants prioritize decision making responsibilities in their local school settings; (5) *Problem Solving and Decision Making Processes* is a workshop in group problem solving and communication skills; (6) *Communication Systems* is a discussion paper dealing primarily with communication between decision making groups and others who are affected by the decisions; (7) *Accountability and Responsibility* is a workshop in the implementations, monitoring and evaluation of decisions; and (8) *Organizational Output* is a technical discussion paper dealing with the difficulties and complexities of evaluating the effectiveness of shared decision making.

A Presenter's Guide is available for purchase at $35.00, or for rent at $15.00 for a two-week period. Inquiries should be directed to the ACSA/PDP Office, 2212 DuPont Drive, Irvine, CA 92664

Psychosituational Interview (1974)

A Microteaching Module — ½" videotape with accompanying manual, produced by Southern Illinois University at Edwardsville.

The tape is a simulated interview between a teacher and parent. The accompanying literature explains the interview strategy being used by the teacher. Basically, the teacher seeks to analyze the child's behavior, the environmental variables surrounding the behavior, and the attitudes and expectations of the parents. Pinpointing the behavior includes explanation of its antecedents and consequences. "Environmental" refers to the specific place and circumstances in which the behavior occurs, including the presence of significant others. In asking about the expectations of the parents, the interviewer trys to detect any concepts that make it difficult for the parents to objectively understand, accept or modify thje behavior.

After viewing the tape, the trainee should conduct a real interview with parents, in the presence of a critiquer who records how well the interviewer accomplishes 18 objectives of the interview strategy. Towards the end of the interview, the trainee suggests that the parents use a log to gather some baseline data on the target behavior. There is also the possibility of the trainee's interview being taped, then critiqued by the trainee.

This microteaching lesson is one of thirty-eight produced by the Special Education Microteaching Clinic at Southern Illinois University in Edwardsville. Each of the lessons includes a modeling tape, written protocols and evaluation checklists. The tape on "Psychosituational Interview" can be obtained by sending S.I.U. a ½" tape for copying the program (about 15 minutes in length). Inquiries should be directed to Emmet G. Beetner, Special Education Microteaching Clinic, Southern Illinois University, Edwardsville, Illinois, 62025.

Behavior Improvement Program (1975)

A package of audio cassettes, picture books and filmstrips by Gerald Buckalter, School Principal, Robert Presbie and Paul Brown — Ph.D's in Psychology at the State University of New York in New Paltz.

An extensive and lucid presentation of classroom management and record keeping — using behavioristic principles — is presented in this in-service training package for teachers. There are twenty-four lessons (about ten minutes each) involving defining, observing, counting, charting, increasing and decreasing classroom behaviors. The lessons are recorded on audio cassettes, accompanied by picture books which the participants view in sync with the tapes. Three of the tapes have accompanying filmstrips.

The package is programmed to meet the individual needs of the participating teachers. They are instructed in gathering baseline data on behaviors of their students. Then, according to the frequency of the behaviors, the teachers are directed to those units of the program relevant to their problems. The program provides spirit masters for individual improvement charts and a large "class improvement chart" for the portrayal of group data.

The package would be helpful, through its organization and examples, for the resource teacher's inservice program for the regular education teacher. The package provides examples from K-12 classrooms and can readily accomodate actual school problems into the program.

In addition to classroom behavior, there are lessons on bus, playground and lunchroom behaviors. There is also a lesson on involving parents in behavioral management systems.

The package may be purchased for $240.75 from Science Research Associates, 259 East Erie Street, Chicago, Illinois, 60611. A filmstrip/cassette program used to introduce the program may be purchased for $21.40.

Lexington Teacher Training Program (1973)

A series of ten video tapes with study guides, produced by Lexington, Massachusetts Public Schools with Title III and Title VI funds. Five of the programs are abstracted here.

Early Assessment: Step to Planning. A teacher carries out activities which reveal differences in children's development in kindergarten.

After Assessment. Observations of a kindergarten classroom where activities are individualized the meet children's needs.

Every Child Can Learn. Math and reading teachers, working in a team with third and fourth graders, together with a learning specialist, demonstrated specific principles for adapting lessons for children with learning problems in an integrated classroom.

Together They Learn. Retarded primary level children, almost indistinguishable in the regular classes, work in different types of groups in an integrated program. The cassette is planned to show that the educable retarded can work with other children.

Every Student is Different: The High School. This cassette suggests various ways by which a high school can provide for individual differences of students.

The programs are available in quadruplex, 1", ¾" cassette and ½" video formats. Each program costs $200.00 and A.I.T. writes that, "Previews of representative lessons are available on request at no charge to those interested in considering this series for in-school use." Requests for information should be directed to the Agency for Instructional Television, Western Office, 1670 South Amphlett Boulevard, San Mateo, CA 94402.

Exceptional Teaching (1976)

A multi-media training package by Owen White and Norris Haring, University of Washington.

Exceptional Teaching is an advanced, self-instructional program for teachers involved in individualizing instruction. The package is comprised of a training manual and eighteen short films. The mediated components are available in 8 and 16mm film or videotapes. There are eight modules in the program and a heavy reliance on Precision Teaching charting methods for evaluating student and teacher performance. The following components of the teaching process are approached in the program:

1. *Goal setting*, specifying what should be taught;
2. *Objective setting and sequencing*, breaking the overall goals into measurable behaviors;
3. *Preparation of assessment devices*, commercial and non-commercial devices are covered;
4. *Conducting initial assessments*, determining the child's current level of functioning;
5. *Analyzing assessment results*, determining where to begin teaching the child;
6. *Developing a plan*, instructional planning information — setting, materials, cues and instruction, student behavior, consequences;
7. *Implementing the plan;*
8. *Collecting progress information*, getting an idea of the accuracy and fluency of the child's performance;

9. *Charting progress*, extensive training in Precision Teaching charting methods;
10. *Changing the plan*, using the chart to predict when and how the child will reach his aim.

The program is available from Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio, 43216. The book costs $12.95. The mediated components cost from $1,000 to $1,300.

Principals Training Program

Region III Education Service Center
6504 Tracor Lane
Austin, Texas 78721
c/o Donroy Hafner
Price: $350.00 (Books, parts can be
purchased separately)

What it is: An extensive training package which develops the "rationale for returning the handicapped child to the regular classroom, alternate administrative and instructional arrangements for programming for handicapped students in the regular classroom" (including film strip presentations of the different models of the Resource Specialist concept) and "how to administer a building special education program" which discusses the team assessment procedure (analogous to EAS/SAT models), instructional planning and organization for delivery of services.

Contents: This is a Multi-Media package. It contains two 16mm films, 8 filmstrips with cassettes, seven transparencies, a Book of Redings, a Leaders Manual and Participant Manuals.

Strengths: Well organized. Task sheets are practical and oriented to the role of the principal in mainstreaming. Good introduction to mainstreaming and ways to deal with problems of implementation. Fosters understanding of the roles of all those involved in the mainstreaming process. The program is flexible and can be adapted to local needs.

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